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ABSTRACT

This document is the fourth and final report of a study sponsored by the Office of Child Development of the U.S. Department of Health, Education and Welfare to determine patterns of child care usage and related consumer preferences, attitudes and opinions about child care. The study was based on 4609 personal interviews conducted in 1975 from a national area probability sample of households with children under 14 years of age. This volume is essentially archival in nature, containing documentation of the data. Section I is devoted to sampling, methodology and design (reprinted from Volume II); section II to machine readable files. Appendices include the questionnaire (reprinted from Volume I) used in the study and tape format specifications. This volume was written for programmers with access to the data tapes and contains no new data analyses. (MS)

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NATIONAL CHILDCARE CONSUMER STUDY: 1975

ED131934

VOLUME IV

SUPPLEMENTAL DOCUMENTATION

PS 008953

prepared under contract #105-74-1107 for:

Office of Child Development
U.S. Department of Health, Education, and Welfare

ED131934

NATIONAL CHILDCARE CONSUMER STUDY: 1975

VOLUME IV

Supplemental Documentation

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Department of Health, Education, and Welfare

PS 008953

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Section I

SAMPLING METHODOLOGY AND DESIGN

Introduction

This document is the fourth and final report under a research contract with the Office of Child Development (OCD) of the U.S. Department of Health, Education and Welfare. The purpose of the study was to determine patterns of child care usage and related consumer preferences, attitudes and opinions about child care. The preceding three volumes include a presentation of selected analytical narrative. This volume is essentially archival in nature, containing documentation of the data for others who may wish to pursue some of the many avenues of inquiry which are supported by the data but as yet unexplored.

The remainder of this section was excerpted from Volume II and provides a basic discussion of the sample and selected methodlogical considerations. Section II is devoted to the documentation of four computer files which vest in OCD and, presumably, survive this contract. Under separate cover are submitted the basic computer printouts documenting the attributes, ranges and distributions of all the questionnaire data as well as selected construct variables.

Summary Sampling Methodology

The data were collected from a stratified national probability sample of telephone households with children 13 years old or younger. The sample frame was obtained by screening some 24,900 randomly selected households by telephone to identify those with children, resulting in an available sample of 9,075 households.

A total of 4,609 interviews were obtained from a sample space of 6,850, exceeding the original survey goal of 4,500. A specimen instrument is supplied in the Appendix to this section.

Interviews were conducted in person at the respondents' homes by the field interviewing staff of Chilton Research Services, Inc., under subcontract with Unco. The average administration time was approximately one hour.

There were three basic steps to the sample design: selection of primary sampling units (PSUs), selection of central offices (telephone exchanges), and determination of sampling rates within central offices.

In the first step, all PSUs were categorized as being in one of four Census-defined regions — Northeast, North Central, South and West. Within each region, PSUs were further stratified according to whether or not they were in Standard Metropolitan Statistical Areas (SMSAs), with an additional distinction made within SMSAs between center-city and outside-center-city areas. The selection of PSUs, therefore, was a function of a 12-level plan across four regions and three residential strata. Within the 12 strata, central cities were oversampled, such that the residential distribution was 50% central cities, 33% SMSA other, and 17% outside SMSAs.

The second step in the sample design was the selection of telephone exchanges or "central offices." For each primary sampling unit, four central

offices were randomly selected. However, to improve the efficiency of screening, the sampling rates within the selected central offices emphasized blacks, Spanish, and households near or below the poverty line. Central offices were oversampled in cases where there were relatively high observed proportions of minority groups or households near or below the poverty line, so as to guarantee sufficient raw interview records among minority and poverty households for analysis of differences between racial and economic subgroups.

In the third stage, target subgroups were oversampled according to observed proportions within central offices exhibiting high probabilities of including poor and low-income respondents. The sample control cells and the proportions applied were as follows.

WHITE	49%	
Below poverty		7%
Poverty to 200% poverty		16
Over 200% poverty		27
BLACK	33%	
Below poverty		11%
Poverty to 200% poverty		11
Over 200% poverty		11
SPANISH-AMERICAN	11%	
Up to 200% poverty		7%
Over 200% poverty		4
OTHER	7%	
	100%	

To develop the sample frame, centralized telephone screening was used. Screening interviewers worked from batches of randomly generated telephone numbers, using the area codes and prefixes of the central offices selected. A five-minute questionnaire was developed to establish if the household was eligible to participate in the study (i.e., containing at least one child under 14),

to identify the person responsible for care of the children, and to obtain the needed demographic information.

Approximately 25,000 screening interviews were completed of which 9,075 identified households had children under 14. These households were then divided into two matched groups of roughly equal size for use by the field interviewers in conducting the in-person interviews; that is, the households were assigned as matched pairs in which the interviewers attempted to obtain an interview with the first of the pair (up to four attempts each for setting an appointment and for actually carrying out the interview) before replacement with the second name. This procedure was used as one of several to minimize bias in the overall methodology. Altogether, 6,850 households were used in obtaining the 4609 interviews (the remainder were either backup pairs, as described, or upper income whites for which a portion of the sample was not mailed to the field due to the more than ample yield from telephone screening).

An overall completion rate of 67% was achieved with 953 (13.9%) refusals and 1,288 (18.8%) failures to locate an eligible respondent.*

The sample design, weighting calculations and field management procedures have each been the subject of a separate published report under this contract. Therefore, the remainder of this chapter is devoted only to summary discussions of these topics.

Discussion of the Sample Design

In a simple random sample, all respondents have equal weight. Estimates of total population characteristics are simply computed directly from

*Characteristics included in this category are (1) moved from area, (2) youngest child turned 14, and (3) unable to contact after four tries.

sample data to estimates for the total. For example, if we want to learn the number of households having children under 14 years of age, and a simple random sample of households showed that 36% of the sample had children in this age group, we would just multiply the total number of Census households (67, 469, 200) by .36 to get the total number of the households (24,300,000) in the population who have children in this age group.

If the sample size were, say, 1,000, the probability of any given household entering the sample would be one over 67,469.2. Thus, each household would represent 67,469.2 (including itself). This ratio of 67,469.2:1 is the weight associated with each household in the sample of 1,000. Population estimates of subgroups based on this sample can be derived by multiplying this weight (67,469.2) times the number of applicable responses.

In many studies, however, especially when scarce subpopulations are sought, simple random sampling is impractical. Since the target respondents would appear in the sample in the same proportion as their occurrence in the total population, inordinately large, unwieldy and expensive sample sizes would be required to obtain a reasonable number of cases for analysis, if simple random sampling were used. To reduce this inherent limitation, stratified samples are used, and the populations within strata are sampled disproportionately.

In this survey, interviews with parents who are members of minority ethnic groups as well as within the poverty, near-poverty, and other income groups were sought. It is known through Census baseline data that the majority of these target households live in the central cities of metropolitan areas. Therefore, the sample was designed to overrepresent those areas in the sample process. As a result, a disproportionately larger number of initial screening contacts, and consequently of completed personal interviews, were conducted in such central city areas.

In order to provide a nationwide distribution of the final data, the sample is also designed to represent each of the four Census regions disproportionately. That is, the heavily-populated Northeast had relatively fewer interviews as a percent of the total number of households than the balance of the country. Conversely, the less densely populated Western Region was sampled at a relatively higher ratio.

The basic building block of the sample design for this study is the primary sampling unit, or PSU. For the purposes of this study, PSUs are defined as follows:

- Central cities proper, within SMSAs.
- All counties in SMSAs exclusive of central cities, but including any portions of counties containing central cities that lie outside the central city proper.
- Non-SMSA counties.

The totality of counties in each of the above three categories constitute a separate substratum of the universe within each of the four Census regions (Northeast, South, Central, and West). The latter constitute the four primary strata. In all, there were 12 strata (three PSU types within each of four Census regions).

The procedure for selecting the sample PSUs in each of the 12 strata was simply to list all the PSUs in a contiguous geographical sequence, together with the respective total numbers of households in each (as given by the latest available Census Data). The cumulative total number of households was then computed and listed, going from the first to the last PSU in each stratum list. If, for example, 12 PSUs were needed to represent a given stratum, the total number of households in the stratum is divided by the required number of PSUs (12). In the Northeast, Central City stratum, there are 6,199,556 households. Dividing this number by 12, a sampling interval of 516,630 is

attained. Then, by selecting a random number less than this sampling interval, we determine a starting point for selecting the sample PSUs. Suppose the starting point number was 310,040. The PSU corresponding to the 310,040th household in the cumulative listing becomes the first of the 12 PSUs selected. The remainder are selected by adding the sampling interval to the starting point and running a cumulative total in increments equal to the sampling interval. The PSU corresponding to each cumulative subtotal is selected into the sample. That is, the sample PSUs are those whose cumulative subtotals of households contain the respective cumulative subtotals computed using the sampling interval.

It is important to point out that the probability of a PSU coming into the sample is directly proportional to the number of households it contains. If the number of households in a PSU is larger than the sampling interval, that PSU is included in the sample with certainty.

The "certainty PSUs" represent only themselves, and must be treated as a separate substratum. The PSUs that come in with probabilities less than certainty represent, theoretically, other PSUs that might have entered the sample, but did not. Data from such a PSU have to be weighted up because the PSU in which the data were collected represents several other PSUs in addition to itself. Thus it is necessary to apply different weighting procedures for the certainty versus the noncertainty PSUs.

Derivation of the Weighting

Two stages of weighting were thus necessary in this study. The first stage involved weighting the 25,000 screening interviews to the national household population total according to the inverse of the probabilities of selection. The second stage was based on completed person-to-person interviews to

correct for non-response and the disproportionate sampling of ethnic and low-income target groups within each stratum.

First Stage Weighting

This procedure was subdivided according to the two types of PSUs (certainty vs. noncertainty). As we have noted, PSU selection was controlled by probabilities derived in proportion to size so that any PSU with more households than the selection interval entered with a probability equal to one (i.e., certainty), those with less, with probability less than one.

Table I-1 on the next page summarizes the computation of the weights for certainty PSUs. First, we note that each PSU had an assigned quota of telephone screening calls. The households within any given PSU were selected by a random process whereby all telephone households in a PSU have equal probability of entering the sample. To do this, all telephone central offices (COs) or exchanges in the PSU were listed, and a random selection of four COs was made. By appending a randomly generated 4-digit number to the 6-digit CO number (i.e., area code plus exchange), as many randomized telephone numbers as needed were generated to complete the assigned quota of household screenings.

Columns 1 through 3 of Table I-1 summarize the process of estimating how many households there are within each CO. First, a determination had already been made of the proportion of "working banks" of numbers in each CO or exchange. That is, of the possible 100 banks of numbers in a CO (i.e., 00XX through 99XX), varying proportions are actually assigned to telephone subscribers. The figures in Column 1 are the respective proportions of working banks in each number generating process. Hence, the computer could be programmed to reject any phone numbers in non-working banks.

TABLE I-1

PSU Type 1
Total Households = 500,000

C. O.	(1) Proportion Working Banks (Nij)	(2) Proportion Non-Working and Non-Household (Yig)	(3) Est. H. H./C. O. (Nij)	(5) rij	(6) nij	(7) Wij
1	0.75	0.20	(10,000) (0.75) (1-0020) = 6000	0.358	180	1193.3
2	0.50	0.30	(10,000) (0.50) (1-0.30) = 3500	0.209	30	4180.0
3	1.00	0.50	(10,000) (1.00) (1-0.50) = 5000	0.299	30	5980.0
4	0.25	0.10	(10,000) (0.25) (1-0.10) = 2250	0.134	180	446.7
			Ni = 16,750 (4)			

1) (Xij); The proportion of working banks represents the proportion of two digit codes of each central office in which residential telephone numbers are assigned. (There is a total of 100 possible two digit codes.)

2) (Yij); The proportion of non working and non household numbers in each exchange is estimated from the actual final dispositions of all calls attempted in each central office.

3) (Nij); The estimated total number of residential telephone households in each exchange is calculated by the following formula. (There are 10,000 possible numbers in every telephone central office.) Nij = (10,000) (Xij) (1.0-Yij)

4) (Ni); The total estimated residential households in the sample central office selected for that PSU.

5) (rij); The proportion of households contributed by each central office; rij = Nij/Ni

6) nij; The number of completed screening interviews in each central office.

7) Wij; The weight assigned to each completed screening interview; $Wij = \frac{500,000 \cdot rij}{nij}$

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Within a given working bank, there are varying proportions of nonworking numbers and non-household numbers. This quantity was directly measured through the screening process, during which a record was kept of the outcome, or disposition, of each random number dialed. The figures in Column 2 represent the respective proportions of non-household and non-working numbers that were thus ascertained within each CO.

Column 3 gives the estimated number of households in each central office. The maximum possible number is 10,000. By applying the proportions of Columns 1 and 2 to this maximum figure, the estimated numbers in Column 3 were derived. The contribution of each CO is represented in Column 5 as the proportion of the sum ($N_i = 16,750$) of all households in the four COs.

The final weight to be assigned each screened household in a CO was determined as a function of the number of households represented by each sample household computed as follows:

- Allocate the total number of households in the PSU (500,000 in this example) among the central offices in proportion to the numbers of households per central office ($500,000 \cdot r_{ij}$).
- Divide the result for each CO by the number of screening interviews conducted in that CO. This gives the weight, or number of households represented by each household screened.

$$W_{ij} = \frac{500,000 \cdot r_{ij}}{n_{ij}}$$

In these cases where the PSUs have been selected with probability of less than 1, it was necessary to apply an additional weight to each household since the sample PSUs represent all households within their stratum. To illustrate this procedure, let us examine an exemplary stratum (Table I-2). The numbers of households in each PSU are listed in Column 1 and the weights assigned to each screening interview by central office are listed in Column 2.

The procedure for calculation of the weights in Column 2 is identical to the procedure in the preceding example.

The population of households in the sample PSUs is 505,000 but the total number of households in the stratum is 2,020,000. The magnitude of the additional weight is determined by dividing the total number of households in the stratum by the total number of households in the sample PSUs:

$$\frac{2,020,000}{505,000} = 4.0$$

Thus, the initial weight for each interview in the stratum must be increased by a factor of four (Column 3).

TABLE I-2

	1		2	3
	Number of Households / 150,000	Central Offices	Initial Weight Wij	Final Weight Twil
PSU 1		1	20	80
		2	35	140
		3	58	232
		4	10	40
PSU 2	280,000	1	60	240
		2	115	460
		3	75	300
		4	95	380
PSU 3	75,000	1	15	60
		2	38	152
		3	20	80
		4	5	20

Second Stage Weighting

Having applied the first stage weight, only screening interviews have been treated. A further weight must now be applied to all completed personal interviews to account for completion rate and oversampling within the ethnic-income strata.

Table I-3 represents a hypothetical distribution of identified households and completed interviews with these households for one region. (N = households identified by screening interviews; n = completed personal interviews.)

TABLE I-3

	WHITE	BLACK	SPANISH	OTHER
Below Poverty Level	N = 100 n = 175	N = 150 n = 125	N = 100 n = 90	N = 75 n = 60
Poverty to 200% of Poverty Level	N = 325 n = 200	N = 175 n = 150	N = 150 n = 125	N = 90 n = 80
Over 200% of Poverty Level	N = 475 n = 200	N = 175 n = 150	N = 125 n = 100	N = 110 n = 100

The difference between the completed interviews (n) and the total identified households (N) is due to the combined effects of completion rate and purposeful over-or undersampling. For instance, the cell containing white households above 20% of poverty level includes many more screened households than

were sought in the personal interviewing phase. To illustrate the procedure, let us examine two interviews, one conducted in a black household with an income "below poverty level," and one in a white household with an income between "poverty and 200% of poverty level" (near poverty), as shown in Table I-4.

TABLE I-4

	1	2	3	4
	Central Offices	1st Stage Weight	2nd Stage Weight	Total Weight
BLACK Below Poverty	212-XXX	1950	$\frac{150}{125}$	2340
WHITE Near Poverty	215-XXX	2780	$\frac{325}{200}$	4518

Column 1 identifies the CO in which the initial screening interviews were conducted. Column 2 gives the first stage weight (the first stage weighting procedure as outlined in the previous section). The second stage weight is calculated by dividing the total households within a cell (Table I-3) by the number of completed personal interviews obtained. Since there is one grid for each region, this entails the calculation of 48 second stage weights, 12 for each of the four regions. The final weight assigned to each interview is obtained by taking the product of the first and second stage weights.

As a result, each observation received a final weighting factor projecting, in a rough conceptual sense, the number of U.S. households represented by a given interview.

Unless otherwise noted, all data reported herein are population estimates derived as the sum of the applicable weights. The fact that one or two observations with high weights may suggest apparent anomalies in extremely small cells should be kept in mind, particularly when interpreting numbers occurring in the tails of distributions. By the same token, the reader should bear in mind that the mean weight is about 5,300 so that a population projection of 100,000 is probably based on only about 50 raw records from a sample of 4,609 households. The variability of lower estimates, in particular, is relatively high, as we shall demonstrate below.

Estimations of Sampling Error

One of the distinct disadvantages of stratified probability sampling is that the application of "common" statistical techniques becomes an order of magnitude more complex than in simple random designs. The use of raw data is generally unsatisfactory due to the biases of disproportionate, clustered sampling; and when weighting is used, the theoretical probability of errors in the weights assume dominance.

To be sure, the theoretical methodology for estimating the variability of weighted estimates is known and was accordingly detailed in the Final Report on Sampling Design under this contract; however, two problems preclude its direct application.

First, probability theory holds that the overall sample variance for a given variate is calculated by using the composite of the variances within the several strata. Compounding the stratification by region, by race, by income class and by certainty/non-certainty PSU types, there are fully 132 strata to this sample. While it is conceptually easy to derive an unbiased estimate of variance from a probability sample, the resources required would be prohibitive to perform calculations separately for (in this case), approximately 500

variables across 128 strata, and then further as these variables are subdivided by categories based on other variables. Clearly, a less cumbersome "rule of thumb" was needed.

Second, where a high non-response (failure to locate or attain an interview from an identified, previously screened household) was experienced within an already undersampled central office, respondents within that CO were, by definition, assigned extremely high weights. To reduce the effects of extreme variability in the weights, we designed and performed a moderate exponential transformation (smoothing) of the vector of weights such that all new values were within one standard deviation of the mean of the original vector.

The net effect of this transformation is a reduction in the mean-square error at the cost of introducing some small bias. In order to minimize this bias, the smoothing was performed separately within each of the 16 sample subcategories, controlling for race and income level.*

The most satisfactory solution to obtaining an approximation of the sampling variability in this case lay in analyzing the variance within the sample by simulating the effects of taking a number of small samples. The methodology used may be summarized as follows:

Assume that:

- The sample (4,609 interviews) is, in effect, k samples of size 4,609/k, each with the same design.
- Given a population variate X, k independent estimates $\hat{X}_1, \hat{X}_2 \ldots \hat{X}_k$ may be obtained.

*While this bias cannot be determined theoretically because the calculation is intractable, empirical comparisons between "old" and "new" weighted projections were made using large sample proportions (i.e., $p \geq .35$) with very stable results.

It is clear that their common variance (σ^2) is

$$\sigma^2 = \frac{1}{k-1} E\left\{\sum_{i=1}^{k}\left[\hat{X}_i - \frac{1}{k}\Sigma\hat{X}_i\right]^2\right\}$$

and that the variance of the pooled sample estimate

$$\hat{X} = \frac{1}{k}\Sigma\hat{X}_i$$

is

$$\sigma^2/k.$$

When a sample is designed to provide ten equivalent independent estimates of X, it is known as a "Tukey Plan," of W. Edwards Deming, a documented technique in common usage.* However, the instant design does not really provide ten equivalent estimates of X, since although there are ample second stage units, the first stage of sampling does not provide sufficient replications. But experience indicates that in such a survey, with only about 4,600 second stage units drawn from a large number of primary units (25,000), the source of most variance is between second stage units. Thus, an approximation of the Tukey Plan was used to obtain estimates of the variability of the full sample by:

$$\sigma_{\hat{X}_T} = \sqrt{\frac{1}{9}\sum_{m=1}^{10}\left(\bar{X}_T - \hat{X}_m\right)} \cdot \frac{\sqrt{2}}{\sqrt{10}}$$

where: $\hat{X}_m$ is m^{th} independent (subsample) estimate of X.

$\bar{X}_T$ is the mean of the $\hat{X}$.

$\sqrt{2}$ is the factor roughly allowing for the fact that the ten subsamples are not truly independent sincetthe first stages were not replicated.

*See, for example, W. Edwards Deming, Sample Designs in Business Research, John Wiley and Sons, 1960.

Procedurally, observations were first sorted in the descending order of their weights and assigned cell values from 1 to 10 in repeating series. An on-line computer package was then written to permit generalized data selection upon which the ten estimates are made and to calculate the respective variance of the estimates. The "random cells" are included as a variable named "RANDCEL" in Section III.

Figure I-1 on the next page is an approximate plotting of the standard error of population estimates based upon 50 points calculated from the data. In deriving this curve, estimates were made on the basis of classes of variables identified according to observed proportions so as to obtain a satisfactory range and density of points.

As an example of interpreting this graph, where a population projection ($\hat{X}$) is given subsequently in this report of, say, 9 million households, the approximate standard error of the estimate is about 250,000 households (plus or minus). Since the sample is relatively large, and we may thus assume represents an approximately normal distribution, the probability that $\hat{X}$ will differ from X by more than this amount is about one in three. There is only about a 5% chance that the estimate is off more than 500,000 (2σ).

In addition to Figure I-1, the computer routine was used throughout the analysis to estimate the standard errors on specific statistics and to test for significance of comparisons. It should be noted, however, that percentages and other ratios computed within subgroups of the sample are likely to be more reliable than the ratios of the absolute standard errors of the estimates (in relative terms) since for logical (0-1) variables we have:

$$\frac{\sigma^2_{\hat{X}/\hat{Y}}}{\hat{X}^2/\hat{Y}^2} \approx \frac{\sigma^2_X}{\hat{X}^2} - \frac{\sigma^2_Y}{\hat{Y}^2}$$

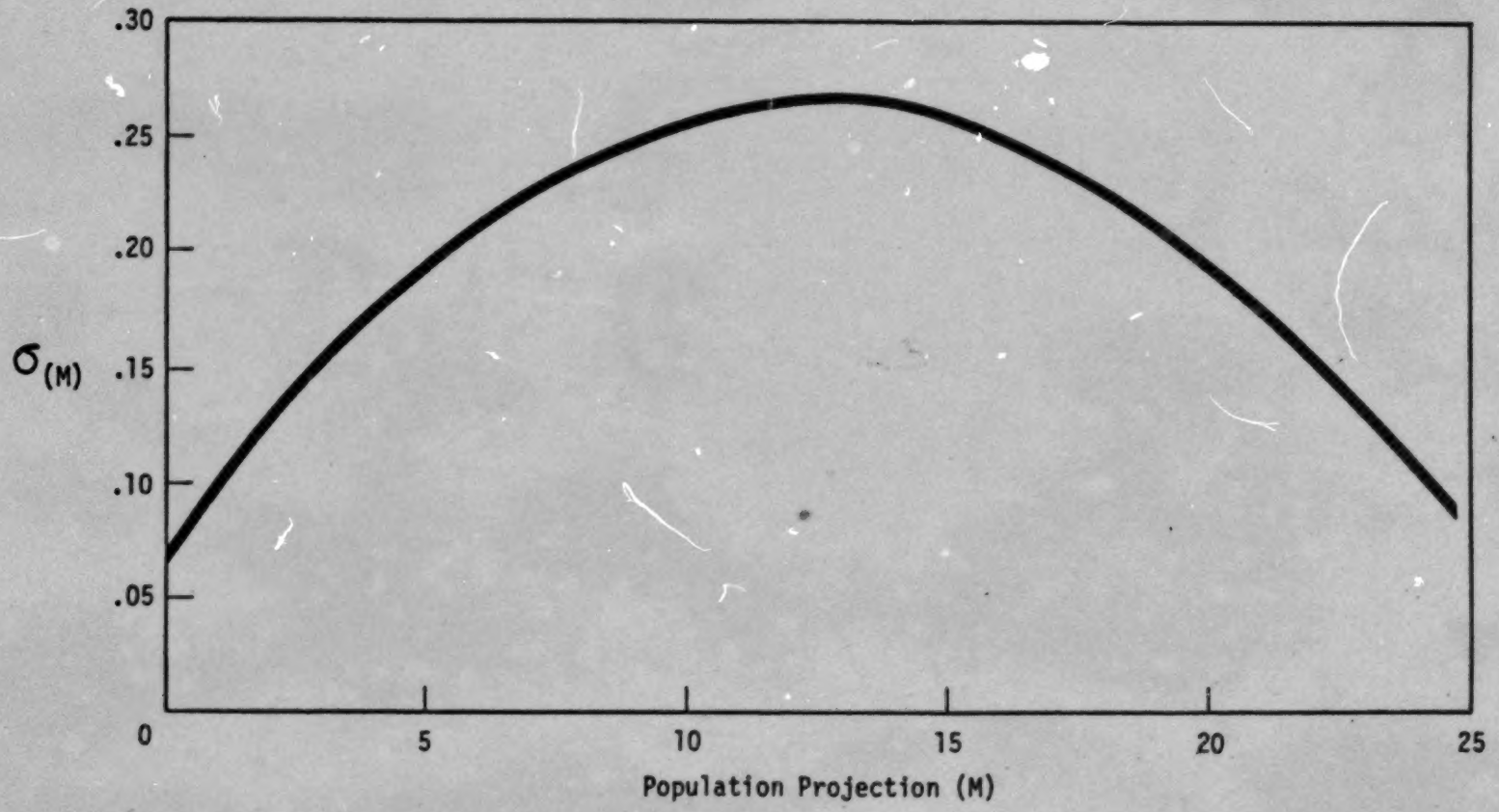

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Figure I-1. Approximate Standard Errors of Absolute Population projections. (In millions of households)

Biases

In surveys based on a universe of telephone households, three components of bias arise from the screening methodology. The first is known as the distributional component and occurs because the incidence of telephone ownership differs between socioeconomic subgroups.

For example, telephone ownership in the New York City SMSA is lower among black households than white households (88.9%). Within the black households, telephone penetration varies from 53.2% among those with income below the poverty level, to 75.5% among those whose income is higher than 150% of poverty. The pattern also varies geographically, with the rural south, for example, having lower than average penetration.

Because of these variations, sample data from telephone screenings projected to estimates for the total population will understate the results for groups characterized by low telephone ownership, unless they are adjusted to correct for this distributional bias. Using such data, reliable estimates can be made of the size of selected population subgroups, such as those cited above and corresponding adjustments can be made in projections derived from telephone data, provided they are based on standard demographic characteristics or other data reported by the Census.

The effect of any distributional bias component is mitigated by the present study design, since the sample design controls the distribution of the demographic subgroups of interest in the population. Because this survey was controlled for ethnicity, income and geographic area, the weights tend to true up the sample data against population distributions.

A second conceptual kind of bias is "reliability bias" associated with the methods of interviewing. As a measure of possible bias here, the study design provided for personal interview confirmation of key household characteristics from the telephone screening.

In pretesting the main survey instrument, 201 households were interviewed in person, in connection with which the three principal sample cell control criteria, on the basis of which the respondents were selected for pretest, were verified. Comparison between telephone and personal interview data proved satisfactory. Furthermore, in the sampling plan, three studies comparing telephone- versus personal-interview data were cited, revealing only trivial differences between the methods. Reliability bias through telephone interviewing is thought to be very small.

The third component of possible bias is that arising out of attitudinal or behavioral differences that may or may not exist between telephone and non-telephone households of otherwise similar characteristics. Available comparison studies have revealed no differences that were meaningful for those particular studies.

Missing Data

Always a troublesome problem in survey research, missing data or item non-response results from refusals, "don't knows" and, very occasionally, collection, coding and keypunching errors. Wherever weighting is used to project actual estimates of the universe, non-response introduces not only bias in estimates of population means and proportions, but also has the effect of lowering absolute projected numbers.

Fortunately, the observed non-response for most of the questionnaire items in this study is near trivial. Household income constitutes the most serious problem with a non-response rate of 11.5%, most of which were refusals. A commensurate non-response rate was experienced when respondents using day care centers, nursery schools or care by non-relatives in other than the children's own homes were asked if the provider were licensed.

The relatively low completion rates experienced here were generally due to a lack of knowledge.

There are several common ways of dealing with missing data. First, an additional cell ("non-response" or "missing") can be added to each class variable. We do not favor this approach because, although marginal totals are preserved, proportions (e.g., percentages) are distorted. Second, non-response can be artificially allocated according to observed proportions. In some cases, non-response has been allocated according to the observed proportions and this fact is noted. In other cases, particularly tables giving percentages, no allocation has been made.

Section II

MACHINE READABLE FILES

Summary

Data collected in the survey are preserved on four machine-readable files on one tape volume delivered to the Office of Child Development. These files are as follows:

- File 1: 4609 raw interview records of all household-based questionnaire items.
- File 2: 9397 raw child-based records consisting of questions 7-13.
- File 3: Inverted household-based workfile containing edited questionnaire items and selected construct variables. This file is an unloaded copy of a random-access disk file.
- File 4: Same as File 3 except file is child-based and includes, as the core data, questions 7-13. Additional variables have been cross-indexed from File 3.

The medium is 9-track magnetic tape recorded at a density of 1600 bytes per inch (BPI). No tape labels are included. Thus, if the first file were to be read on an IBM 360/370 under the operating system (OS), the appropriate unit and label subparameters might be:

LABEL = (1,NL),UNIT=24ØØ-3

Physical Sequential File Specifications

The questionnaire is marked with keypunching guides for 80-column cards. Prior to delivering the data to Unco, however, the data collection subcontractor (Chilton Research Services) performed a field edit and created two tape data sets consisting of unitized records for all household-based data and all child-based records.

The household-based records reside on File 1 of the tape delivered to OCD and include all questionnaire items except questions 7-13 which were asked separately for each child under 14. The records are 550 bytes in length with a blocking factor of 8. The IBM 360/370 data control block necessary to read this file is:

DCB=(RECFM=FB,LRECL=55Ø,BLKSIZE=44ØØ)

All data fields for this file are described in Exhibit 1 of the appendix to this chapter. In general, the fields and coding schemes are the same as indicated in the questionnaire. Item non-response is denoted by the presence of the ampersand symbol (&) in the first column of the respective field. Fields giving multiple responses to the same question only include this character in the first subfield.

The one notable exception occurs in fields designating the relationships of household members to the respondent. Alphabetic codes were used for these items and the character "V" was used to designate non-response. These relationship codes do not appear on the questionnaire, but are documented in Section III. Otherwise, all the codes used for questionnaire items can be deduced from the questionnaire. Where zero is meaningful as an actual value (e.g., an infant less than one year old has an age of "0"), the distinction between blanks and zeros has been preserved.

In addition to the questionnaire items, six variables consisting of sample control data have been added. Columns 1-4 contain unique interview numbers assigned during the coding operations. Column 531 has a one-digit integer representing the number of attempts made before a valid interview was obtained. Columns 532 through 538 preserve a 7-digit key to the file of screening interviews. Columns 539-541 give the respondents' telephone area codes, and columns 542 through 544 give telephone exchanges (i.e., the first three digits of the telephone number). Columns 545 through 546 contain the sample control cell (cf. pg. 1-3). Finally, columns 547 through 550 give the raw weighting factor.

It is very important to keep in mind that the weighting factors on File 1 are initial weighting factors and do not represent final weights. The final weights are available only on the inverted data sets (Files 3 and 4). In each case, weights occupy the second record. The i^{th} observation of inverted data on Files 3 and 4 is derived from the i^{th} sequential record of Files 1 and 2, respectively.

As noted above, questions 7-13 were asked seperately for each child under 14. These data constituted individual records, 80 bytes long, for each child and are provided in card-image format on File 2. The format of these records is shown on the next page.

File 2: Record Format

Column	Description
1-4	Interview number
5-6	Age of child
7-78	Up to 8 repeating 9-character fields of the following format:
	Q.7 Type of care used (2-digit code)
	Q.8 Whether licensed or not (1 column)
	Q.9 Time of day used (1column)
	Q.10 Days used (1 column)
	Q.11 Regularity of use (1 column)
	Q.12 Hours used (2 digits)
	Q.13 Satisfaction level (1 column)

For example, if columns 7 and 8 contain the value "03," then the child uses the third method of care (in relatives' home). Column 10 would indicate the time of day the child used that method, etc. If the child used more than one method of care, the second method given would be coded in columns 16 and 17. This record layout represents a transformation from the questionnaire format. Otherwise, codes are parallel. These fields are not positional and are left justified. Thus, a program examining the record can logically cease scanning after one blank field is detected.

Records on File 2 have a blocking factor of 60 and may be read at an IBM 360/370-OS installation as:

DCB=(RECFM=FB,LRECL=8Ø,BLKSIZE=48ØØ)

Interview numbers in columns 1 through 5 may be used to key child-based records to data from the main interviews (File 1) but will not, of course, merge on a one-to-one basis since many households have more than one child. Additional data attribution from household to children can be approximated by using the children's ages as subordinate keys.

Inverted File Specifications

The inverted files used during analysis were created, accessed and updated via a proprietary scientific software system (SPIL) written by the Unco staff. The principal advantages of this system are ease of use and efficient use of computing resources. Since records include all observations of a given variable, only the data actually used need be read, and data are retrieved in core-image form (unformatted) so that character-to-number conversion is necessary only when initially entering the data. In addition, the SPIL software optimized throughput by queuing I/O asynchronously and avoiding rereading of data when the availability of core memory permits.

Unloaded copies reside on File 3 for household-based variables and on File 4 for children-based variables. In order to restore these files to random access loaded copies, they must be copied to a direct access device having the capability to store 10032 byte records. A model 3330 disk pack accessed by BDAM was used during analysis. If these files are to be used under the IBM 360/370 operating system (OS), they should be copied from the respective unlabelled files to a source file having the following data control block:

DCB=(RECFM=FB,BLKSIZE-10032,DSORG=DA)

If a model 3330 disk is used, space can be allocated as:

SPACE=(TRK,(500))

The unlabelled source tape (Files 3 and 4) were written with the following data control block:

DCB=(RECFM=FB,LRECL=10032,BLKSIZE=30096)

The first record of the respective files is used as the file catalog having the following record layout:

Bytes	Description	Value/ Comments
1-8	Doubleword file name	'Family' or 'Children'
9-12	Relative track number	1 (Binary Fullword)
13-16	Dictionary indicator	0 (Binary Fullword)
17-20	Number of tracks used	n (Binary Fullword)
21-24	Relative track address for weighting vector	2 (Binary Fullword)
25-28	Maximum file space	500 (Binary Fullword)
29-32	Number of cases	4609/9397 (Binary Fullword)
33-1032	Vector of 500 half words giving type for the i^{th} variable	0-Catalog 1-Halfword Binary 2-Halfword Bitstring 3-Fullword Bitstring 4-Floating point 5-Weights (halfword binary)
1033-5032	Vector of 500 doublewords giving mnemonic name for the i^{th} variable	Left justified, blank filled
5033-9032	Vector of 500 doublewords giving mnemonic name for the i^{th} variable	Left justified, blank filled
9033-10032	Unused	

Subsequent records consist of a 32-byte prefix with identifying information followed by the data observations for that variable. The lengths and storage modes vary according to the type of variable. This information can be obtained either from the catalog or the variable prefix. The prefix has the following layout.

Bytes	Description	Comments
1-8	8-character variable name	Same as in catalog
9-12	Relative record number	Can be used to validate read pointer
13-16	Type code/storage mode	1-Binary Halfword 2-Halfword Bitstring 3-Fullword Bitstring 4-Fullword Floating point 5-Weights (halfword binary)
17-20	Minimum legitimate value (fullword)	Binary if types 1,2,3 or 5; floating point if type 4
21-24	Maximum legitimate value	Binary if types 1,2,3 or 5; floating point if type 4
25-28	Number of words of data remaining this record (fullword binary)	Given in fullwords regardless of type
29-32	Number of "spilover" words of data on subsequent records	Zero if all data fits in 1st record
33-	Vector of data (length N• word size)	

Because some of the records contain "spilover" data, not all records have prefixes. Only records which mark the beginning of variables have prefixes. The beginning of variables can be determined from the catalog listings or from the NEW VARIABLE REPORTS (marginals) in the computer printouts.

Both the word sizes and storage modalities of variables vary according to type (discussed below). However, prefix words 7 and 8 invariably give the amount of data associated with a variable in full words (4 binary bytes) so that all records can be read under the same convention and then inspected for type. An exemplary FORTRAN program accessing the FAMILY file is shown on the following page.

Excluding the weighting vectors, which are stored as binary halfwords, there are four storage modes.

- Type 1: Binary Halfwords. All variables capable of being expressed as one single integer number between the range -32,675 and +32,676 are stored in this mode. Three additional conventions are used. Item non-response (i.e., illegal answers, "don't knows" and refusals) are converted to the most negative number possible for a 16-bit word (i.e., hexadecimal 8000). Items which were blank on the original care image record are set to -2. Finally, alphabetic codes are transformed to a base 26 equivalent binary number. For example, "A" is stored as a binary 1, "B" as a 2, "C" as a 3 and so forth with "Z" stored as a 26. (The value BC_{26} would be equal to 55_{10} although there are actually no two-digit alphabetics on the file.)
- Type 2: Halfword Bitstrings. Variables of this type are used to represent logical (i.e., true/false, 0/1, yes/no) combinations. Bits are treated positionally so that the low order bit denotes the truth (e.g. applies or doesn't apply) for the first category, the next bit denoted the second category, etc. For example, consider the following hypothetical response:

  Why do you use child care?
  (choose all that apply)

  ☒ To work
  ☐ To "go out"
  ☒ To go to school
  ☒ For child's independence

  The answers given are 1, 3 and 4. Thus, the resultant halfword bitstring would be:

  $0000000000001101_2=OOOD_{16}$

```
C
C     S A M P L E   F O R T R A N   R E A D   R O U T I N E
C     READ VARIABLE #69 FROM FAMILY FILE.
C     THEN, DEPENDING UPON TYPE, GO TO APPROPRIATE LOOP.
C
C     DIMENSION INPUT ARRAY LARGE ENOUGH TO
C     ACCOMODATE 4609 FULLWORDS:
      DIMENSION INPUT4(4609)
C
C     ALSO DIMENSION & EQUIVALENCE HALFWORD AND FLOATING
C     POINT ARRAYS FOR ALTERNATE REFERENCE:
C
      INTEGER *2 INPUT2(1)
      REAL * 4 FNPUT4(1)
       REAL *8 VNAME
      EQUIVALENCE ((INPUT4(1),INPUT2(1)),(INPUT4(1),FNPUT4(1))
C
C     DEFINE INPUT- 500 RECORDS, LRECL=19032.
      DEFINE FILE 1(500,19032,L,KEY)
C     'FAMILY' FILE HAS 4609 OBSERVATIONS.
      N=4609
C
C     READ PREFIX & REMAINDER OF RECORD:
      READ(1'6) VNAME,AREA,ITYPE,IN,PAX,NWORD1,NWORD2,
     +  (INPUT4(J),J=1,NWORD1)
C
C     SEE IF DATA REMAINS ON NEXT RECORD:
      IF(NWORD2.LT.1) GO TO 10
      LAST=NWORD1+NWORD2
      NEXT=NWORD1+1
      READ(1'2) (INPUT4(J),J=NEXT,LAST)
C
C     EVALUATE TYPE OF VARIABLE:
   10 GO TO (100,200,300,400,500),ITYPE
         :
C     TYPE IS BINARY HALFWORD, USE "INPUT2".
  100 DO 150 I=1,N
      FVALUE=INPUT(I)
         :
  150 CONTINUE
         :
C     TYPE IS HALFWORD BITSTRING, USE "INPUT2"
  200 DO 250 I=1,N
      LOGIC=INPUT2(I)
         :
  250 CONTINUE
         :
C     TYPE IS FULLWORD BITSTRING, USE INPUT4
  300 DO 350 I=1,N
      LOGIC=INPUT4(I)
         :
  350 CONTINUE
         :
C     TYPE IS FLOATING POINT, USE FNPUT4
  400 DO 450 I=1,N
      A=FNPUT4(I)
         :
  450 CONTINUE
         :
C     DATA ARE WEIGHTS, USE INPUT2
  500 DO 550 I=1,N
      IWGT=INPUT2(I)
         :
  550 CONTINUE
         :
      END
```

Halfword variables are only capable of storing 15 combinations. The 16^{th} bit (sign bit) is used, as with binary variables, to denote non-response. A binary zero denotes no answers given and there is no distinction made between source fields containing zeros or blanks.

- Type 3: Fullword Bitstrings. This type is the same as type 2 except that a fullword is used permitting up to 31 categorical answers. (Bit 32 - the sign bit- is used to denote non-response).

- Type 4: Floating Point. Items of this type are stored as core images of IBM 360/370 short precision normalized floating point numbers. Non-response is stored as 80000000_{16} and will cause an interrupt if used in calculations. Source blanks are stored as true zeros whereas source zeros are stored as very small positive numbers (approximately 1.0×10^{-11}) sufficient to cause branching after a test for greater than zero while remaining too small to affect calculations materially.

The derivation, storage mode, applicable codes and other pertinent data for all variables on these files is provided in printouts for the household-based file (i.e., File 3: "FAMILY") and for the child-based file (i.e., File 4: "CHILDREN").

APPENDIX 1

Questionnaire

OMB Approval No. 085S-74022
Expires 12/75

Chilton Research Services
Radnor, Pennsylvania

Study #8681
May, 1975

NATIONAL CHILDCARE CONSUMER SURVEY

Date of Interview_____

Int. #_____ (1-4)

Time Int. Began_____AM_____PM

Time Int. Ended_____AM_____PM

Sample #_____

1. Starting with the head of the household, I would appreciate it if you would give me the age and relationship of each person in your household, including yourself. (GIVE THE ADULTS FIRST AND THEN THE CHILDREN (OLDEST TO YOUNGEST)) (RECORD BELOW IN Q. 1 COL. AND PROPER NAMES IN AGE GROUPS ON FLAP)

2. Which of these people provide financial support for your child(children)? (RECORD IN Q. 2 COL.)

Q. 1		Q. 2	Q. 1		Q. 2
Relationship to Respondent	Age	Help Support	Relationship to Respondent	Age	Help Support
RESPONDENT 5-	6-7	8-1	45	46-47	48-2
9-	10-11	12-2	49	50-51	52-3
13-	14-15	16-3	53	54-55	56-4
17-	18-19	20-4	57	58-59	60-5
21-	22-23	24-5	61	62-63	64-6
25-	26-27	28-6	65	66-67	68-7
29-	30-31	32-7	69	70-71	72-8
33-	34-35	36-8	73	74-75	76-9
37-	38-39	40-9			
41-	42-43	44-1			

(FOR CODING USE ONLY)

TOTAL NUMBER OF CHILDREN UNDER 14 YEARS OF AGE (FROM GRID IN Q. 1)_____ (77-78)

END CARD 1 80(1)

3. Which, if any, of the following people or agencies outside of your household provide financial support for any of your children? Tell me all that apply. (READ LIST: CIRCLE AS APPROPRIATE)

5-

Spouse or ex-spouse (outside of your household)	1	Aid for Dependent Children	7
Relative (outside of your household)	2	Other Public Welfare Program	8
Other person (outside of your household)	3	Other government source (Veterans Administration, Social Security, etc.)	9
Government payments or subsidies expressly for childcare	4		
Income tax deductions for childcare payments	5	Other Private Agency or Organization	6-1
Work Incentive Program (WIN)	6	None	2

4. Do any of your children under 14 years of age have disabilities or special problems? 7-

CONTINUE	Yes	1
SKIP TO Q. 6	No	2

5. (IF "YES") Which child(children) is that? (REFER TO Q. 1 AND WRITE THE AGE(S) OF THE CHILD(REN) IN THE SPACES BELOW)

_____ (8-9) _____ (10-11) _____ (12-13) _____ (14-15)

Now, in the next few questions, we want to know something about how you arrange for the care of your (child)(children) when you cannot take care of (him/her)(them) yourself.

6. (HAND RESPONDENT CARD Q. 6) (CIRCLE BELOW EACH AGE GROUP IN WHICH RESPONDENT HAS ONE OR MORE CHILDREN AND ASK Q. 6 FOR EACH AGE GROUP)

Sometimes people use different childcare arrangements during the summer months only. Whether or not you use childcare during the year, I'd like to know if you used any of the following special kinds of childcare during last summer. Did you use any of these types last summer for (READ APPROPRIATE AGE GROUP)? Tell me all that apply.

	Special Summer Childcare	Age Group			
		0-2 yrs.	3-5 yrs.	6-9 yrs.	10-13 yrs.
1)	No special summer care (Same as rest of year)	16- 1	18- 1	20- 1	22- 1
2)	Summer camp program	2	2	2	2
3)	Community recreation program, swimming pool, or supervised playground	3	3	3	3
4)	Summer school	4	4	4	4
5)	Public school activities program	5	5	5	5
6)	Send child to stay with relatives	6	6	6	6
7)	Relative comes to stay with child	7	7	7	7
8)	Neighbor or friend watches child (Includes older unrelated child who is on summer vacation)	8	8	8	8
9)	Cared for by older brother or sister who is on summer vacation	9	9	9	9
10)	Nursery or daycare program (Summer only)	0	0	0	0
	Other (SPECIFY) _____ _____	17-1	19- 1	21- 1	23- 1
	No childcare used during the summer	2	2	2	2

7. We are interested in all the arrangements you make to have (NAME OF CHILD) taken care of when you cannot be present yourself. (HAND RESPONDENT CARD Q. 7) Please *look at the various arrangements shown on this card and tell me* <u>all</u> *the arrangements you are presently using.* (RECORD IN Q. 7 COL. ALSO ENTER ON FLAP ANY TYPES USED THAT ARE IN "USER" CATEGORY (ITEMS 1-9).)

8. (IF RESPONDENT CHOSE CODES 4, 5 OR 6) Is this person or place licensed? (RECORD IN Q. 8 COL.)

ASK Q.'s 9 THRU 13 IN ORDER, AS APPLICABLE, FOR EACH TYPE OF CHILDCARE USED IN "USER" CATEGORY (ITEMS 1-9 ONLY). (IF NONE USED, SKIP TO NEXT CHILD. IF NO OTHER CHILD, SKIP TO Q. 20.)

9. (HAND RESPONDENT CARD Q. 9) Please look at this card and tell me the time of day when you usually use <u>(CHILDCARE ARRANGEMENT)</u> (RECORD IN Q. 9 COL.)

1. Whole day
2. Mornings Only
3. Afternoons Only
4. Evenings Only
5. At night (overnight) Only
6. Varying times

10. (HAND RESPONDENT CARD Q. 10) Please tell me the days of the week when you usually use <u>(CHILDCARE ARRANGEMENT)</u>. (RECORD IN Q. 10 COL.)

1. Weekdays
2. Weekends
3. Weekdays and weekends

11. (HAND RESPONDENT CARD Q. 11) And finally, please tell me how often you use <u>(CHILDCARE ARRANGEMENT)</u>? (RECORD IN Q. 11 COL.)

1. Fixed times
2. Rotating times (days or hours)
3. Irregular, predictable times
4. Irregular, unpredictable times
5. Split times

12. On the average, how many hours per week would you say you used <u>(TYPE OF CHILDCARE)</u>? (RECORD IN Q. 12 COL.)

13. How satisfied are you with <u>(CHILDCARE ARRANGEMENT)</u>? Would you say you are: (1) very satisfied, (2) satisfied, (3) not completely satisfied, or (4) dissatisfied? (CIRCLE APPROPRIATE CODE IN Q. 13 COL.)

ENTER AGE OF CHILD: _____

CHILDCARE ARRANGEMENTS	Q. 7 Use		Q. 8 Licensed		Q.9 Time of Day	Q. 10 Days of Week	Q.11 How Often	Q.12 Hrs./ Week	Q. 13 Satisfaction			
	Yes	No	Yes	No					1	2	3	4
01. In own home by relative (not spouse or child's brother or sister	1	2							1	2	3	4
02. In own home by non-relative	1	2							1	2	3	4
03. In other home by relative	1	2							1	2	3	4
04. In other home by non-relative	1	2	1	2					1	2	3	4
05. In nursery or pre-school	1	2	1	2					1	2	3	4
06. In a daycare center	1	2	1	2					1	2	3	4
07. In cooperative program or babysitting cooperative	1	2							1	2	3	4
08. Before or after school activities program (not regular school hours)	1	2							1	2	3	4
09. Headstart/follow thru	1	2							1	2	3	4

10. In own home by spouse	1	R
11. In own home by child's older brother or sister	2	R
12. Child stays by self	3	R
13. Child takes care of self and younger brother or sister	4	R
14. Public or private school - kindergarten and above	5	R
15. Cared for by parent at work	6	R
16. No childcare used (Child stays with me)	7	R

ENTER AGE OF CHILD: _____

CHILDCARE ARRANGEMENTS	Q. 7 Use		Q. 8 Licensed		Q.9 Time of Day	Q. 10 Days of Week	Q.11 How Often	Q.12 Hrs./ Week	Q. 13 Satisfaction			
	Yes	No	Yes	No					1	2	3	4
01. In own home by relative (not spouse or child's brother or sister	1	2							1	2	3	4
02. In own home by non-relative	1	2							1	2	3	4
03. In other home by relative	1	2							1	2	3	4
04. In other home by non-relative	1	2	1	2					1	2	3	4
05. In nursery or pre-school	1	2	1	2					1	2	3	4
06. In a daycare center	1	2	1	2					1	2	3	4
07. In cooperative program or babysitting cooperative	1	2							1	2	3	4
08. Before or after school activities program (not regular school hours)	1	2							1	2	3	4
09. Headstart/follow thru	1	2							1	2	3	4

10. In own home by spouse	1	R
11. In own home by child's older brother or sister	2	R
12. Child stays by self	3	R
13. Child takes care of self and younger brother or sister	4	R
14. Public or private school - kindergarten and above	5	R
15. Cared for by parent at work	6	R
16. No childcare used (Child stays with me)	7	R

7. We are interested in all the arrangements you make to have (NAME OF CHILD) taken care of when you cannot be present yourself. (HAND RESPONDENT CARD Q. 7) Please look at the various arrangements shown on this card and tell me all the arrangements you are presently using. (RECORD IN Q. 7 COL. ALSO ENTER ON FLAP ANY TYPES USED THAT ARE IN "USER" CATEGORY (ITEMS 1-9).)

8. (IF RESPONDENT CHOSE CODES 4, 5 OR 6) Is this person or place licensed? (RECORD IN Q. 8 COL.)

ASK Q.'s 9 THRU 13 IN ORDER, AS APPLICABLE, FOR EACH TYPE OF CHILDCARE USED IN "USER" CATEGORY (ITEMS 1-9 ONLY). (IF NONE USED, SKIP TO NEXT CHILD. IF NO OTHER CHILD, SKIP TO Q. 20.)

9. (HAND RESPONDENT CARD Q. 9) Please look at this card and tell me the time of day when you usually use (CHILDCARE ARRANGEMENT) (RECORD IN Q. 9 COL.)

1. Whole day
2. Mornings Only
3. Afternoons Only
4. Evenings Only
5. At night (overnight) Only
6. Varying times

10. (HAND RESPONDENT CARD Q. 10) Please tell me the days of the week when you usually use (CHILDCARE ARRANGEMENT). (RECORD IN Q. 10 COL.)

1. Weekdays
2. Weekends
3. Weekdays and weekends

11. (HAND RESPONDENT CARD Q. 11) And finally, please tell me how often you use (CHILDCARE ARRANGEMENT)? (RECORD IN Q. 11 COL.)

1. Fixed times
2. Rotating times (days or hours)
3. Irregular, predictable times
4. Irregular, unpredictable times
5. Split times

12. On the average, how many hours per week would you say you used (TYPE OF CHILDCARE)? (RECORD IN Q. 12 COL.)

13. How satisfied are you with (CHILDCARE ARRANGEMENT)? Would you say you are: (1) very satisfied, (2) satisfied, (3) not completely satisfied, or (4) dissatisfied? (CIRCLE APPROPRIATE CODE IN Q. 13 COL.)

ENTER AGE OF CHILD: _____

CHILDCARE ARRANGEMENTS	Q. 7 Use		Q. 8 Licensed		Q.9 Time of Day	Q. 10 Days of Week	Q.11 How Often	Q.12 Hrs./ Week	Q. 13 Satisfaction			
	Yes	No	Yes	No					1	2	3	4
01. In own home by relative (not spouse or child's brother or sister	1	2							1	2	3	4
02. In own home by non-relative	1	2							1	2	3	4
03. In other home by relative	1	2							1	2	3	4
04. In other home by non-relative	1	2	1	2					1	2	3	4
05. In nursery or pre-school	1	2	1	2					1	2	3	4
06. In a daycare center	1	2	1	2					1	2	3	4
07. In cooperative program or babysitting cooperative	1	2							1	2	3	4
08. Before or after school activities program (not regular school hours)	1	2							1	2	3	4
09. Headstart/follow thru	1	2							1	2	3	4

10. In own home by spouse	1	R
11. In own home by child's older brother or sister	2	R
12. Child stays by self	3	R
13. Child takes care of self and younger brother or sister	4	R
14. Public or private school - kindergarten and above	5	R
15. Cared for by parent at work	6	R
16. No childcare used (Child stays with me)	7	R

7. We are interested in all the arrangements you make to have (NAME OF CHILD) taken care of when you cannot be present yourself. (HAND RESPONDENT CARD Q. 7) Please look at the various arrangements shown on this card and tell me all the arrangements you are presently using. (RECORD IN Q. 7 COL. ALSO ENTER ON FLAP ANY TYPES USED THAT ARE IN "USER" CATEGORY (ITEMS 1-9).)

8. (IF RESPONDENT CHOSE CODES 4, 5 OR 6) Is this person or place licensed? (RECORD IN Q. 8 COL.)

ASK Q.'s 9 THRU 13 IN ORDER, AS APPLICABLE, FOR EACH TYPE OF CHILDCARE USED IN "USER" CATEGORY (ITEMS 1-9 ONLY). (IF NONE USED, SKIP TO NEXT CHILD. IF NO OTHER CHILD, SKIP TO Q. 20.)

9. (HAND RESPONDENT CARD Q. 9) Please look at this card and tell me the time of day when you usually use (CHILDCARE ARRANGEMENT) (RECORD IN Q. 9 COL.)

1. Whole day
2. Mornings Only
3. Afternoons Only
4. Evenings Only
5. At night (overnight) Only
6. Varying times

10. (HAND RESPONDENT CARD Q. 10) Please tell me the days of the week when you usually use (CHILDCARE ARRANGEMENT). (RECORD IN Q. 10 COL.)

1. Weekdays
2. Weekends
3. Weekdays and weekends

11. (HAND RESPONDENT CARD Q. 11) And finally, please tell me how often you use (CHILDCARE ARRANGEMENT)? (RECORD IN Q. 11 COL.)

1. Fixed times
2. Rotating times (days or hours)
3. Irregular, predictable times
4. Irregular, unpredictable times
5. Split times

12. On the average, how many hours per week would you say you used (TYPE OF CHILDCARE)? (RECORD IN Q. 12 COL.)

13. How satisfied are you with (CHILDCARE ARRANGEMENT)? Would you say you are: (1) very satisfied, (2) satisfied, (3) not completely satisfied, or (4) dissatisfied? (CIRCLE APPROPRIATE CODE IN Q. 13 COL.)

ENTER AGE OF CHILD: _____

CHILDCARE ARRANGEMENTS	Q. 7 Use		Q. 8 Licensed		Q.9 Time of Day	Q. 10 Days of Week	Q.11 How Often	Q.12 Hrs./ Week	Q. 13 Satisfaction			
	Yes	No	Yes	No					1	2	3	4
01. In own home by relative (not spouse or child's brother or sister	1	2							1	2	3	4
02. In own home by non-relative	1	2							1	2	3	4
03. In other home by relative	1	2							1	2	3	4
04. In other home by non-relative	1	2	1	2					1	2	3	4
05. In nursery or pre-school	1	2	1	2					1	2	3	4
06. In a daycare center	1	2	1	2					1	2	3	4
07. In cooperative program or babysitting cooperative	1	2							1	2	3	4
08. Before or after school activities program (not regular school hours)	1	2							1	2	3	4
09. Headstart/follow thru	1	2							1	2	3	4

10. In own home by spouse	1	R
11. In own home by child's older brother or sister	2	R
12. Child stays by self	3	R
13. Child takes care of self and younger brother or sister	4	R
14. Public or private school - kindergarten and above	5	R
15. Cared for by parent at work	6	R
16. No childcare used (Child stays with me)	7	R

(ASK Q.'s 14-19 ONLY IF A USER OF CHILDCARE, CODES 1-9 IN Q. 7. OTHERWISE, SKIP TO Q. 20)

14. (IF ONLY ONE METHOD USED IN Q. 7, RECORD THAT CODE IN SPACE PROVIDED AND SKIP TO Q. 15)
(IF MORE THAN ONE METHOD, ASK:) Later in the interview we will sometimes be referring to "main method" you use for childcare. Which of the methods we just listed would you say is your main or most important method?

_____
(CODE) (24-25)

15. Assuming you could have any type of childcare you wanted, would you prefer to use some other type instead of (present main method)?

26-

	Yes	1
SKIP TO Q. 17	No	2

16. Which of the childcare types on this card would you prefer to the main method you are now using? (HAND RESPONDENT CARD Q. 7)

_____
(CODE) (27-28)

17. (HAND RESPONDENT CARD Q. 7) Before you selected your current childcare arrangement(s) did you seriously consider any of these other arrangements?

29-

	Yes	1
SKIP TO Q. 20	No	2

18. Which types did you consider? (RECORD CODES BELOW IN Q. 18 COL.)

19. (HAND RESPONDENT CARD Q. 19) Please tell me the main reason why you decided not to use (CHILDCARE ARRANGEMENT). (RECORD ONE CODE FOR EACH TYPE IN Q. 18 UNDER Q. 19 COL.)

TYPE

1) In own home by relative (not spouse or child's brother or sister)
2) In own home by non-relative
3) In other home by relative
4) In other home by non-relative
5) In nursery school or pre-school
6) In a daycare center
7) In a cooperative program or baby-sitting cooperative
8) Before or after school activities program (not regular school hours)
9) Headstart
10) In own home by spouse
11) In own home by child's older brother or sister
12) Child stays by self
13) Child takes care of self and younger brother or sister
14) Public or private school - kindergarten and above
15) Cared for by parent at work
16) No childcare used (child stays with me)

REASON

1) Too expensive
2) Did not like location
3) Transportation problems
4) Inconvenient hours
5) Child too young
6) Child not toilet trained
7) Waiting list
8) Child not accepted
9) Too little discipline, supervision
10) Lack of educational program
11) Lack of program of activities
12) Lack of trained staff
13) Did not like childcare provider
14) Did not like facilities
15) Couldn't find a reliable childcare provider
16) Child has special problems or needs
17) I stopped working
18) I started working
19) Child too old (outgrew arrangement)
20) Program out of existence
21) I moved
22) Provider no longer available
23) Other (SPECIFY) _____

Q. 18	Q. 19
Type	Reason
30-	32-
31-	33-
34-	36-
35-	37-
38-	40-
39-	41-
42-	44-
43-	45-

(ASK Q.'s 20-22 OF EVERYONE)

20. (HAND RESPONDENT CARD Q. 7) Have you ever used any of these types of arrangements in the past? 46-

	Yes	1
SKIP TO Q. 23	No	2

21. Which types have you used in the past and are not using now? (RECORD CODES BELOW IN Q. 21 COL.)

22. (HAND RESPONDENT CARD Q. 19) Please tell me the main reason why you stopped using (CHILDCARE ARRANGEMENT). (RECORD ONE CODE FOR EACH TYPE IN Q. 21, UNDER Q. 22 COL.)

TYPE

1) In own home by relative (not spouse or child's brother or sister)
2) In own home by non-relative
3) In other home by relative
4) In other home by non-relative
5) In nursery school or pre-school
6) In a daycare center
7) In a cooperative program or baby-sitting cooperative
8) Before or after school activities program (not regular school hours)
9) Headstart
10) In own home by spouse
11) In own home by child's older brother or sister
12) Child stays by self
13) Child takes care of self and younger brother or sister
14) Public or private school -- kindergarten and above
15) Cared for by parent at work
16) No childcare used (child stays with me)

REASON

1) Too expensive
2) Did not like location
3) Transportation problems
4) Inconvenient hours
5) Child too young
6) Child not toilet trained
7) Waiting list
8) Child not accepted
9) Too little discipline, supervision
10) Lack of educational program
11) Lack of program of activities
12) Lack of trained staff
13) Did not like childcare provider
14) Did not like facilities
15) Couldn't find a reliable childcare provider
16) Child has special problems or needs
17) I stopped working
18) I started working
19) Child too old (outgrew arrangement)
20) Program out of existence
21) I moved
22) Provider no longer available
23) Other (SPECIFY) _____

Q. 21 Type	Q. 22 Reason
47- 48-	49- 50-
51- 52-	53- 54-
55- 56-	57- 58-
59- 60-	61- 62-

ASK ONLY IF A USER OF CHILDCARE, Q. 7 CODES 1-9 FOR ANY CHILD; OTHERWISE, SKIP TO Q. 47

23. There are many reasons why people need and use childcare. This card shows some of these reasons. (HAND RESPONDENT CARD Q. 23) Which of these reasons explain why you presently need or use childcare? Tell me all those that apply. (CIRCLE PROPER CODE IN Q. 23 COL.)

(IF 2 OR MORE CIRCLED IN Q. 23, ASK Q. 24. OTHERWISE SKIP TO Q. 25)

24. Now, which is the most important one of these reasons to you? (CIRCLE PROPER CODE IN Q. 24 COL.)

		Q. 23	Q. 24 Most Important
1	So that I can work, or look for work	63- 1	65-66 01
2	So that I can carry on regular community, charitable or volunteer activities	2	02
3	So that I can carry on occasional community, charitable or volunteer activities	3	03
4	Because I need to get away from children for a while sometimes	4	04
5	To help my child learn things he needs for school	5	05
6	To teach my child how to be independent	6	06
7	To teach my child how to get along with other children	7	07
8	So that I can go to school myself	8	08
9	So that I can take job training	9	09
10	So that I can go out (social, shopping, entertainment activities, etc.)	0	10
	Other (SPECIFY)	64- 1	11
	None of these	2	12

END CARD 2
80-2

(REFER TO FLAP FOR TYPE(S) CHILDCARE(S) USED IN Q. 7)

25. On the average, what is the TOTAL AMOUNT you spend each week for each of the types of childcare arrangements which you are currently using? (RECORD TO NEAREST WHOLE DOLLAR IN Q. 25 COL.) (INCLUDE ALL OF THE CHILDREN COVERED BY THAT TYPE)

(IF IN EXCHANGE FOR SERVICES OR FAVORS, CIRCLE APPROPRIATE CODE)

	Q. 25 Total Amount/Week	
	Dollars	Services/ Favors
In own home by relative (Not spouse or child's brother or sister)	5-7	32- 1
In own home by non-relative	8-10	2
In other home by relative	11-13	3
In other home by non-relative	14-16	4
In nursery or pre-school	17-19	5
In a daycare center	20-22	6
In cooperative program or baby-sitting cooperative	23-25	7
Before or after school activities program	26-28	8
Headstart	29-31	9

26. How many times have you changed your main method of childcare during the last year? (METHOD FROM Q. 14)

33- _____ Times

(IF "NONE", ENTER "0" AND SKIP TO Q.29)

27. What was the last arrangement you changed from? (HAND RESPONDENT CARD Q. 7) (CIRCLE ONE CODE)

34-35

1) In own home by relative (not spouse or child's brother or sister)	01
2) In own home by non-relative	02
3) In other home by relative	03
4) In other home by non-relative	04
5) In nursery or pre-school	05
6) In a daycare center	06
7) In cooperative program or babysitting cooperative	07
8) Before or after school activities program (not regular school hours)	08
9) Headstart	09
10) In own home by spouse	10
11) In own home by child's older brother or sister	11
12) Child stays by self	12
13) Child takes care of self and younger brother or sister	13
14) Public or private school -- kindergarten and above	14
15) Cared for by parent at work	15
16) No childcare used	16

28. Why did you change this arrangement? (HAND RESPONDENT CARD Q. 19) Tell me all that apply.

36-

1) Too expensive	1
2) Did not like location	2
3) Transportation problems	3
4) Inconvenient hours	4
5) Child too young	5
6) Child not toilet trained	6
7) Waiting list	7
8) Child not accepted	8
9) Too little discipline, supervision	9
10) Lack of educational program	0
11) Lack of program of activities	37-1
12) Lack of trained staff	2
13) Did not like childcare provider	3
14) Did not like facilities	4
15) Couldn't find a reliable childcare provider	5
16) Child has special problems or needs	6
17) I stopped working	7
18) I started working	8
19) Child too old (outgrew arrangement)	9
20) Program out of existence	0
21) I moved	38-1
22) Provider no longer available	2
23) Other (SPECIFY)	

Now, we would like to talk to you about what standards there should be, if any, for various kinds of childcare.

29. Thinking about childcare provided in someone else's home, in your opinion which of the following aspects of childcare should be regulated by standards? (HAND RESPONDENT CARD Q. 29) (CIRCLE AS MANY AS APPLY. RECORD IN Q. 29 COL.)

30. Thinking about childcare provided by daycare centers and nursery schools, which of the following aspects should be regulated by standards? (CIRCLE AS MANY AS APPLY) (RECORD IN Q. 30 COL.)

	Q. 29	Q. 30
1) Fire and building safety	39- 1	40- 1
2) Cleanliness and sanitation of facilities	2	2
3) Number of children per responsible adult	3	3
4) Training and qualification of staff	4	4
5) Food and nutrition	5	5
6) Program content and activities	6	6
7) Space per child, and physical surroundings and equipment	7	7
8) Counseling and referral services for family and child problems	8	8
9) Health condition of staff and children	9	9
10) No standards should be set	0	0

31. Do you think there should be personal qualifications set for non-related people who care for children in the children's own home? In other words, should sitters be required to pass health exams, education requirements, or meet some other kind of standard if they were providing care in your home?

	41-
Yes	1
No	2
Don't Know	3

(ASK Q. 32 AND Q. 33 ONLY FOR THE AGE GROUP(S) IN WHICH THE RESPONDENT HAS CHILDREN. REFER TO FLAP FOR APPLICABLE AGE GROUPS)

32. We would like to talk to you about the number of children a responsible adult can reasonably handle. If you placed your child age(s) (0-2), (3-5), (6-9), (10-13) in someone else's home and assuming that the home and caregiver are acceptable, how many children altogether should this person be able to care for?

Number of Children per Adult				
	0-2	3-5	6-9	10-13
	42-43	44-45	46-47	48-49
1	01	01	01	01
2-3	02	02	02	02
4-5	03	03	03	03
6-7	04	04	04	04
8-9	05	05	05	05
10-11	06	06	06	06
12-13	07	07	07	07
14-15	08	08	08	08
16-17	09	09	09	09
18-19	10	10	10	10
20-21	11	11	11	11
22 or more	12	12	12	12

33. If you placed your child age(s) (0-2), (3-5), (6-9), (10-13) in a daycare center, nursery school, or before or after school program, again assuming that the facilities and staff are acceptable, what is the largest number of other children per adult you would accept?

Number of Children per Adult				
	0-2	3-5	6-9	10-13
	50-51	52-53	54-55	56-57
1	01	01	01	01
2-3	02	02	02	02
4-5	03	03	03	03
6-7	04	04	04	04
8-9	05	05	05	05
10-11	06	06	06	06
12-13	07	07	07	07
14-15	08	08	08	08
16-17	09	09	09	09
18-19	10	10	10	10
20-21	11	11	11	11
22 or more	12	12	12	12

34. About how far from your home, in minutes, is the childcare you are now using most? (One way)

58-

Not applicable (in Respondent's own home only)	1
Less than 10 minutes away	2
10-19 minutes away	3
20-29 minutes away	4
30-39 minutes away	5
40 minutes or more away	6

35. How do your children usually get to and from the place where they are taken care of? Exclude public and private school and tell me all that apply. (READ LIST)

59-

Not applicable (in Respondent's own home only)	1
I take them	2
A family member takes them	3
A friend takes them	4
Carpool	5
A childcare service takes them	6
Child(ren) walk(s)	7
(Child(ren) uses public transportation	8
Other (SPECIFY)	9

(ASK Q. 36 ONLY IF RESPONDENT ANSWERED CODES 2 OR 3 IN Q. 35; OTHERWISE SKIP TO Q. 37.)

36. Do you feel you have to go out of your way to use the place you are using now?

60-

Yes	1
No	2

37. What is the most amount of time you would be willing to have your child spend traveling from home to a childcare arrangement?

61-

Less than 10 minutes	1
10 - 19 minutes	2
20 - 29 minutes	3
30 - 39 minutes	4
40 minutes or more	5
No time	6

38. (HAND RESPONDENT CARD Q. 38) In your present situation how much is the most you would be able to spend altogether for all of your childcare needs on a weekly basis? Pick one of the categories on this card and tell me its number.

62-63

None	01
$1 - $5 week	02
$6 - $9 week	03
$10 - $14 week	04
$15 - $19 week	05
$20 - $24 week	06
$25 - $29 week	07
$30 - $34 week	08
$35 - $39 week	09
$40 - $44 week	10
$45 - $49 week	11
$50 - $54 week	12
$55 - $59 week	13
$60 - $69 week	14
$70 - $79 week	15
$80 or more/week	16

39. Do you think (SPECIAL SERVICE) should be available through a daycare center, nursery school or licensed family daycare home? (RECORD IN Q. 39 COL.)
(IF "NONE OF THESE" CODE 1, SKIP TO Q. 41)

40. (FOR EACH "YES") Would you be willing to pay an additional fee in your childcare costs for (SERVICES IN Q. 39)? (Q. 40 COL.)

41. Is (SPECIAL SERVICE) presently available through your childcare arrangement? (Q. 41 COL.)

Special Services	Q. 39 Should be Available			Q. 40 Willing to Pay Extra Fee			Q. 41 Now Available		
	Yes	No	DK	Yes	No	DK	Yes	No	DK
Immunizations and medical check-ups	64- 1	2	3	65- 1	2	3	66- 1	2	3
Dental check-ups	67- 1	2	3	68- 1	2	3	69- 1	2	3
Planned nutritional meals and snacks	70- 1	2	3	71- 1	2	3	72- 1	2	3
Planned education activities	73- 1	2	3	74- 1	2	3	75- 1	2	3
Counseling and referral services for family and child problems	76- 1	2	3	77- 1	2	3	78- 1	2	3
Psychological testing	5- 1	2	3	6- 1	2	3	7- 1	2	3
SKIP TO Q. 41 — None of these	8- 1						9- 1		

END CARD 3
80-3

42. Now, I'm going to read 5 features of childcare. After I finish reading them, please tell me which one is least important to you. The five features are:
(READ LISTED FACTORS IN SUCCESSION)

(CIRCLE THE ONE FEATURE LEAST IMPORTANT)

Features	Least Important
Cost	10- 1
Convenience of hours available	2
Convenience of location	3
Provides child development activities and instruction	4
Agrees with my views on child-rearing	5

We would now like to find out more about the ways in which parents participate in their childcare arrangements.

43. Please tell me in which of the following ways you would like to be involved in your child's arrangement. (HAND CARD Q. 43 TO RESPONDENT) (CIRCLE AS MANY AS APPLY)

	11-
1) Talk regularly with person who cares for my child about his/her activities and development	1
2) Spend time in home, daycare center, or nursery school with my child to see how things are done	2
3) Work as a volunteer member of staff in a daycare center, nursery school or family daycare home	3
4) Talk to parents whose children are in this arrangement	4
5) Help decide what kinds of activities and programs will be provided	5
6) Help decide on selection of staff for daycare center, nursery school or home where there is more than one person who cares for my child	6
7) Learn more about effective ways of raising children	7
8) Receive counseling about child and family related problems	8
9) Help decide on how available funds should be spent, e.g., types of equipment purchased, field trips, staff salaries, etc.	9
10) Work as a paid staff member in a daycare center, nursery school or family daycare home	0

(ASK ONLY THOSE RESPONDENTS CURRENTLY USING CHILDCARE IN THEIR OWN HOMES. CODES 1 OR 2 IN Q. 7. OTHERWISE SKIP TO Q. 45)

44. People look for many things when they select someone to provide in-home care for their children. (HAND OUT DECK OF CARDS, Q. 44. SAY:) On each of these cards is a factor which some people think is important in selecting someone to come into their home to provide care for their children. I'd like to know which of these factors is most important to you. Take a minute to look through the cards, and then pick out the seven most important ones and set them aside. Now, tell me which one is most important to you, second most important (CONTINUE UNTIL ALL SEVEN ARE RANKED)

(RECORD NUMBER FROM BACK OF CARD IN ORDER OF IMPORTANCE, IN BLOCKS PROVIDED BELOW)

Order of Importance	Number from Card
1st	12-13
2nd	14-15
3rd	16-17
4th	18-19
5th	20-21
6th	22-23
7th	24-25

(ASK ONLY THOSE RESPONDENTS CURRENTLY USING A FAMILY DAYCARE HOME (LICENSED OR UNLICENSED) ITEMS 3 AND 4, Q. 7. OTHERWISE, SKIP TO Q. 46, IF APPLICABLE)

45. People look for many things when they select a family daycare home for their children. (HAND OUT DECK OF CARDS, Q. 45, SAY:) On each of the cards is a factor which some people think is important in selecting a family daycare home for their children. I'd like to know which of these factors is most important to you. Take a minute to look through the cards, and then pick out the seven most important ones and set them aside. Now, tell me which one is most important to you, second most important (CONTINUE UNTIL ALL SEVEN ARE RANKED).

(RECORD NUMBER FROM BACK OF CARD IN ORDER OF IMPORTANCE, IN BLOCKS PROVIDED BELOW)

Order of Importance	Number from Card
1st	26-27
2nd	28-29
3rd	30-31
4th	32-33
5th	34-35
6th	36-37
7th	38-39

(ASK ONLY THOSE RESPONDENTS CURRENTLY USING A NURSERY SCHOOL, ITEM 5 IN Q. 7, OR DAYCARE CENTER, ITEM 6 IN Q. 7. ASK ONLY FOR AGE RANGES OF CHILDREN USING THIS TYPE OF CARE (SEE FLAP). OTHERWISE, SKIP TO Q. 47, IF APPLICABLE)

46. People look for many things when they select a daycare center or nursery school for their children. (HAND OUT DECK OF CARDS, Q. 46, SAY:) On each of the cards is a factor which some people think is important in selecting a nursery school or daycare center for their children. I'd like to know which of these factors is most important to you. Take a minute to look through the cards, and then pick out the seven most important ones and set them aside. Now, tell me which one is most important to you, second most important (CONTINUE UNTIL ALL SEVEN ARE RANKED).

(RECORD NUMBER FROM BACK OF CARD IN ORDER OF IMPORTANCE, IN BLOCKS PROVIDED BELOW)

Order of Importance	Number from Card
1st	40-41
2nd	42-43
3rd	44-45
4th	46-47
5th	48-49
6th	50-51
7th	52-53

ASK EVERYONE

47. Are you employed full-time or part-time?

54-

SKIP TO Q. 49	Full-time	1
	Part-time	2
	Neither	3

48. (HAND RESPONDENT CARD Q. 48) I'd like to know which, if any, of the following are important reasons why you yourself do not work. Tell me the number of each of the reasons on the card that applies to you.

55-

1) I am in school or job training	1
2) I can contribute more to my family as a homemaker	2
3) I'm not physically able to work	3
4) My youngest child is too young to leave with someone else	4
5) I'm too busy with other responsibilities to have the time to work	5
6) Taking care of my children is more creative and satisfying than taking a job	6
7) I don't need the money	7
8) I can't make enough money to make it worth my while to work	8
9) I just don't like to work	9
10) I can't find the kind of job I want	0
11) I don't have enough job skills	56- 1
12) My spouse doesn't want me to work	2
13) I am the only one who should take care of my child	3
14) I can't find the kind of childcare arrangements I would need to work	4
15) I can't afford the kind of childcare arrangements I would need to work	5
16) I can't find a job, non available	6
17) I am presently looking for a job	7
18) None of the above	8

49. Are you enrolled in school or a job training program either full-time or part-time?

57-

Full-time	1
Part-time	2
Neither	3

(ASK Q.'s 50-56 ONLY FOR THOSE WHO ARE NOW WORKING OR ENROLLED IN SCHOOL OR A JOB TRAINING PROGRAM, "FULL-TIME" OR "PART-TIME" IN Q.'s 47 AND/OR 49; OTHERWISE SKIP TO Q. 57.)

We would like to find out about your work, school or training schedule.

50. (HAND RESPONDENT CARD Q.50) This card lists different times of the day. Please tell me which <u>one</u> describes your (work, school and/or training) schedule. (CIRCLE ONE CODE)

58-

Whole day	1
Mornings only	2
Afternoons only	3
Evenings only	4
At night (overnight) only	5
Varying times	6

(HAND RESPONDENT CARD Q.51)

51. This card lists different days of the week. Please tell me which <u>one</u> describes your (work, school and/or training) schedule. (CIRCLE ONE CODE)

59-

Weekdays	1
Weekends	2
Weekdays and weekends	3

52. (HAND RESPONDENT CARD Q. 52) And finally, please tell me which statement describes how often you (work, go to school, and/or go to training). (CIRCLE ONE CODE)

60-

Fixed shift	1
Rotating shift	2
Irregular, predictable shift	3
Irregular, unpredictable shift	4
Split shift	5

53. In a typical week, what is the average number of hours you spend <u>away from home</u> at work, school and/or training?

Hours _____ (61-62)

54. (HAND RESPONDENT CARD Q. 54) People have different reasons for working. On this card we have listed some of these reasons. Tell me which of these reasons apply to you -- just read off the numbers of those reasons.

CIRCLE AS MANY AS APPLY

63-

It is necessary for economic survival	1
To get a little bit more than the basic necessities	2
To buy the nicer things, luxuries, get ahead	3
I don't want to be on Welfare	4
It gives me a feeling of independence and self-satisfaction	5
I like what I do on my job	6
To get out of the house and away from the children for a while	7
To have contact with other adults and their ideas	8

55. What kind of work do you do? (GET FULL DETAILS OF KIND OF WORK -- JOB TITLE ONLY IS NOT ACCEPTABLE)

_____

_____ 64-

_____ 65-

56. About how much do you earn in a year, before taxes?

$_____year
(66-71)

(ASK Q. 57 ONLY IF RESPONDENT IS NOT WORKING IN Q. 47)

57. Have you ever been a working parent since you have had children?

72-

Yes	1
No	2

END CARD 4

80-4

58. (HAND RESPONDENT CARD Q. 58) On this card are listed some ways that childcare funds can be used. Which, if any, of these ways would you most like to see used? (CIRCLE BELOW IN Q. 58 COL.)

59. Which one of these would you say is most important? Next most important? And the next? (RECORD BELOW) (PLACE A "1" BESIDE THE FIRST CHOICE; A "2" BESIDE THE SECOND CHOICE; AND A "3" BESIDE THE THIRD CHOICE, Q. 59 COL.)

	Q. 58 Most Like to See	Q. 59 Ranking
1) A referral service where parents could get information about screened and qualified people and agencies to provide childcare	5- 1	6-
2) Assistance to establish additional childcare facilities	2	7-
3) Summer programs	3	8-
4) Before and after school programs	4	9-
5) A monitoring system to check on caregivers and facilities	5	10-
6) Training programs for caregivers	6	11-
7) None of these	7	12-

60. I am going to read you two ways that childcare funds can be used. Which one of the two ways would you most like to see used? (READ LIST)

		13-
	1) Direct cash payments to working parents for childcare	1
	2) Direct cash payments to the person or agency providing the childcare for the working parents	2
DO NOT READ	3) Neither	3

61. I'm going to read 3 statements. After I finish reading them, please tell me which <u>one</u> of these statements best describes your preference on the way to handle the costs of childcare in general: (READ CATEGORIES)

14-

Childcare should be free for all those who might need it regardless of income	1
— or —	
The costs of childcare should be adjusted according to parents' ability to pay (sliding scale)	2
— or —	
Parents should pay all costs of the childcare they use?	3

PART II

ATTITUDE, VALUE, OPINION STATEMENTS

We are also interested in your feelings and impressions about childcare and topics related to childcare. I am going to read several statements aloud to you. Please tell me how you feel about each statement, using one of the five categories shown on your card. Just tell me the letter beside the feeling that comes to mind when you hear the statement. It is not necessary to take a lot of time thinking about the statement; your first reaction is all that we need. Please respond to each statement even if you have only limited experience with the topic -- based on anything you may have seen or heard. There are no right or wrong answers. Do you have any questions?

(IF RESPONDENT IS MALE, SAY:) Some of the statements that I am going to read refer to "mothers" or "working mothers." This is because many of the people we are talking to are mothers. For any of these items, try to think about parents who have the main responsibility for raising their children, regardless of whether they are mothers or fathers.

(ANSWER ANY QUESTIONS BY REPEATING PORTIONS OF THE INSTRUCTIONS AND/OR GIVING A SIMPLE EXAMPLE.) (FILL IN THE LETTER OF THE RESPONSE BESIDE THE STATEMENT.)

HAND RESPONDENT PART II RATING CARD.

A - Strongly Agree

B - Agree

C - Neither Agree or Disagree

D - Disagree

E - Strongly Disagree

IF RESPONDENT SAYS "DON'T KNOW", RECORD THE LETTER F.

	Ratings
1) It's important that the person or place taking care of children shares the parent's own sense of values.	15-
2) I would prefer to have someone come into my home to take care of my children over any other type of arrangement.	16-
3) Some of my children can stay by themselves for a while until I get home.	17-
4) The person who cares for my child should have lots of experience looking after children.	18-
5) If I had someone come into my home to stay with my children, I would worry about things disappearing.	19-
6) I sometimes feel guilty when I have to leave my child with someone else.	20-
7) Lists of qualified caregivers should be available in a kind of referral center.	21-
8) There is too much stress placed on trying to teach a child things in most places where children are taken care of.	22-
9) I wouldn't have sitters come into my home to take care of my children unless I knew them very well.	23-
10) I don't like the kinds of children you find in places where groups of children are taken care of.	24-
11) Daycare centers are not open at the hours parents need them.	25-
12) Many people who take care of children are only in it for the money.	26-
13) Taking children out of their home to someone else is good for children, since it makes them more independent.	27-
14) Cash payments for childcare should be available to working mothers, regardless of their income.	28-
15) Children often pick up bad habits from those who care for them.	29-
16) The people who have come into my home to take care of my children have always treated my home with respect.	30-
17) Working mothers miss the best years of their children's lives.	31-
18) Most sitters spend too much time lounging around instead of paying attention to the children.	32-
19) I am the only one who can really provide for my child's needs.	33-
20) The trouble with having a person come into my home to take care of my children is that they soon get to know too much about me.	34-

	Ratings
21) The main advantage of daycare centers is that children learn how to get along with others.	35-
22) I don't think that children get enough personal attention at daycare centers.	36-
23) I have had to change my sitters often because they have been so undependable.	37-
24) Emergency childcare facilities should be available in every community.	38-
25) My child would not get enough personal attention in a family daycare home.	39-
26) When other people take care of my children they don't get enough discipline.	40-
27) Mothers who work neglect their children as a result.	41-
28) Daycare centers and nursery schools are mostly the same thing.	42-
29) I am more concerned about my child's emotional development than his educational development when someone else is taking care of him/her.	43-
30) A person who comes into my home to take care of my child(ren) should help around the house as well.	44-
31) The person who cares for my child should have some kind of training in childcare.	45-
32) Relatives let children get away with too much.	46-
33) I would never send my child to a daycare center.	47-
34) I feel that all schools should provide supervised and organized after-school activities for their children.	48-
35) Cash payments for childcare to working mothers should be based upon their financial need.	49-
36) I would rather pay someone to look after my children than leave them with relatives.	50-
37) All the school-age child needs is someone who knows where he is after school until the parent gets home.	51-
38) Daycare centers often have too wide a range of ages to do a good job caring for all of their children.	52-
39) Daycare centers should help children to learn to live with routines and schedules.	53-
40) I feel that part-time childcare is all right, but I would hesitate to use it full-time.	54-

	Ratings
41) The main advantage of having relatives take care of my children is that it is less expensive than having anyone else take care of them.	55-
42) My first choice for someone to take care of my children is a relative.	56-
43) I think that every community should have supervised recreational programs for school-age children to attend after school.	57-
44) I would worry about my child becoming closer to the person who takes care of him/her if he/she spent more time with them than I am able to.	58-
45) I would prefer to have my child taken care of in someone else's home over any other type of arrangement.	59-
46) I would worry about my child getting fed properly in places where groups of children are taken care of.	60-
47) I have had lots of difficulty finding people to take care of my children.	61-
48) I think that everyone who takes care of children should be licensed.	62-
49) I am happy with the person or place who takes care of my child.	63-
50) I don't think that there are enough places for school-age children to go after school.	64-
51) Daycare centers should accept infants.	65-
52) The government should not be involved in programs to take care of children.	66-
53) I would worry about my child being treated badly while someone else is taking care of him/her.	67-
54) People who take care of children are able to teach things to children which their own parents would not be able to teach them.	68-
55) I would be willing to have my taxes raised in order to support childcare activities.	69-
56) It just doesn't pay to work if you have to pay someone to take care of your children.	70-
57) A mother who works misses the experience of seeing her children grow up.	71-

END CARD 5 80-5

ASK EVERYONE

So we can be sure we're getting a scientific cross-section of all households, please tell me . . .

62. What is the highest grade of school you completed?

	5-
Grades 1 - 8	1
Some high school	2
High school graduate	3
Some college or other post high school work	4
College graduate or higher	5

63. Are you:

		6-
	Married	1
SKIP TO Q. 65	Never married	2
	Separated	3
	Divorced	4
	Widowed	5

64. Is your spouse employed full or part-time?

	7-
Full-time	1
Part-time	2
Neither	3

65. (RECORD FROM OBSERVATION. IF IN DOUBT WHICH OF THE FOLLOWING CATEGORIES IS APPROPRIATE, ASK:)

And are you:

		8-
ASK Q.66	White	1
	Black	2
SKIP TO Q. 67	American Indian	3
	Asian American	4
DO NOT READ	Other	5

(IF "WHITE" OR "BLACK" IN Q. 65, ASK:)

66. Do you consider yourself mainly to be: (READ LIST)

	9-
Mexican American	1
Puerto Rican	2
Of other Spanish Heritage	3
Not of Spanish background	4

67. So we can be sure we're getting a scientific cross-section of different income groups, please tell me your total family income for the last year.

Total family income should include all members of your household and all money you receive from outside sources.

$_____$ year
(10-15)

CIRCLE BELOW THE TOTAL NUMBER OF TELEPHONE AND PERSONAL ATTEMPTS MADE ON THIS HOUSEHOLD TO COMPLETE THE INTERVIEW

# of Calls:	1	2	3	4	5	6	7	8

16-

FOR OFFICE USE ONLY:

ID # $_____$
(17-23)

Area Code $_____$ (24-26) Exchange $_____$ (27-29)

Sample Cell $_____$ (30-31)

END CARD 6
80-6

APPENDIX 2

Tape Format Specifications

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
N/A	unique interview number	1-4	positive integers	3	halfword binary	1-4899
1(1)	respondent's sex	5	A,B	4	halfword binary	1-2
1(1)	respondent's age	6-7	positive integers, &	5	halfword binary	15-78
2(1)	helps support child(ren)	8	1,¥	6	halfword binary	1
1(2)	2nd member's relation to respondent	9	C-R,&,¥	7	halfword binary	3-22
1(2)	age of 2nd member	10-11	positive integers, &,¥	8	halfword binary	1-95
2(2)	2nd member helps support child(ren)	12	2,¥	9	halfword binary	2
1(3)	3rd member's relation to respondent	13	C-R, &, ¥	10	halfword binary	3-22
1(3)	age of 3rd member	14-15	positive integers, &, ¥	11	halfword binary	1-95
2(3)	3rd member helps support	16	3,¥	12	halfword binary	3
1(4)	4th member's relation to respondent	17	C-R, &, ¥	13	halfword binary	3-22
1(4)	age of 4th member	18-19	positive integers,&,¥	14	halfword binary	1-92
2(4)	4th member helps support child(ren)	20	4,¥	15	halfword binary	4
1(5)	5th member's relation	21	C-R, &, ¥	16	halfword binary	3-20
1(5)	age of 5th member	22-23	positive integers, &, ¥	17	halfword binary	1-48
2(5)	5th member helps support child(ren)	24	5, ¥	18	halfword binary	5
1(6)	6th member's relation to respondent	25	C-R, &, ¥	19	halfword binary	5-22
1(6)	age of 6th member	26-27	positive integers, &, ¥	20	halfword binary	1-21
2(6)	6th member helps support child(ren)	28	6, ¥	21	halfword binary	6

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
1(7)	7th member's relation to respondent	29	C-R, &, ⌀	22	halfword binary	5-20
1(7)	age of 7th member	30-31	positive integers, &, ⌀	23	halfword binary	1-20
2(7)	7th member helps support child(ren)	32	7, ⌀	24	halfword binary	7
1(8)	8th member's relation to respondent	33	C-R, &, ⌀	25	halfword binary	5-22
1(8)	age of 8th member	34-35	positive integers, &, ⌀	26	halfword binary	1-18
2(8)	8th member helps support child(ren)	36	8, ⌀	27	halfword binary	N/A*
1(9)	9th member's relation to respondent	37	C-R, &, ⌀	28	halfword binary	5-16
1(9)	age of 9th member	38-39	positive integers, &, ⌀	29	halfword binary	1-16
2(9)	9th member helps support child(ren)	40	9, ⌀	30	halfword binary	N/A*
1(10)	10th member's relation to respondent	41	C-R, &, ⌀	31	halfword binary	5-16
1(10)	age of 10th member	42-43	positive integers, &, ⌀	32	halfword binary	1-13
2(10)	10th member helps support child(ren)	44	1, ⌀	33	halfword binary	N/A*
1(11)	11th member's relation to respondent	45	C-R, &, ⌀	34	halfword binary	5-22
1(11)	age of 11th member	46-47	positive integers, &, ⌀	35	halfword binary	1-12
2(11)	11th member helps support child(ren)	48	2, ⌀	36	halfword binary	N/A*
1(12)	12th member's relation to respondent	49	C-R, &, ⌀	37	halfword binary	5-12
1(12)	age of 12th member	50-51	positive integers, &, ⌀	38	halfword binary	1-11
2(12)	12th member helps support child(ren)	52	3, ⌀	39	halfword binary	N/A*
1(13)	13th member's relation to respondent	53	C-R, &, ⌀	40	halfword binary	5-12

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
1(13)	age of 13th member	54-55	positive integers, &, ⌀	41	halfword binary	1-8
2(13)	13th member helps support child(ren)	56	4, ⌀	42	halfword binary	N/A*
1(14)	14th member's relation to respondent	57	C-R, &, ⌀	43	halfword binary	5
1(14)	age of 14th member	58-59	positive integers, &, ⌀	44	halfword binary	2
2(14)	14th member helps support child(ren)	60	5, ⌀	45	halfword binary	N/A*
1(15)	15th member's relation to respondent	61	C-R, &, ⌀	46	halfword binary	11
1(15)	age of 15th member	62-63	positive integers, &, ⌀	47	halfword binary	1
2(15)	15th member helps support child(ren)	64	6, ⌀	48	halfword binary	N/A*
1(16)	16th member's relation to respondent	65	C-R, &, ⌀	N/A*	N/A*	N/A*
1(16)	age of 16th member	66-67	positive integers, &, ⌀	N/A*	N/A*	N/A*
2(16)	16th member helps support child(ren)	68	7, ⌀	N/A*	N/A*	N/A*
1(17)	17th member's relation to respondent	69	C-R, &, ⌀	N/A*	N/A*	N/A*
1(17)	age of 17th member	70-71	positive integers, &, ⌀	N/A*	N/A*	N/A*
2(17)	17th member helps support child(ren)	72	8, ⌀	N/A*	N/A*	N/A*
1(18)	18th member's relation to respondent	73	C-R, &, ⌀	N/A*	N/A*	N/A*
1(18)	age of 18th member	74-75	positive integers, &, ⌀	N/A*	N/A*	N/A*
2(18)	18th member helps support child(ren)	76	9, ⌀	N/A*	N/A*	N/A*
created	number of children under 14	77-78	positive integers	58	halfword binary	1-9

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
3 (all)	outside household child support	79-89	positive integers, &, ⌀	59	halfword bitstring	1-12
4	children under 14 with disabilities or special problems	90	1,2,&	60	halfword binary	1-2
5(1)	age of disabled child	91-92	positive integers, ⌀	61	halfword binary	1-13
5(2)	age of 2nd disabled child	93-94	positive integers, ⌀	62	halfword binary	1-13
5(3)	age of 3rd disabled child	95-96	positive integers, ⌀	63	halfword binary	5-13
5(4)	age of 4th disabled child	97-98	positive integers, ⌀	64	halfword binary	13
6(0-2)	summer care used for 0-2 yr. olds	99-113	positive integers, &, ⌀	65	halfword bitstring	1-12
6(3-5)	summer care used for 3-5 yr. olds	114-128	positive integers, &, ⌀	66	halfword bitstring	1-12
6(6-9)	summer care used for 6-9 yr. olds	129-143	positive integers, &, ⌀	67	halfword bitstring	1-12
6(10-13)	summer care used for 10-13 yr. olds	144-158	positive integers, &, ⌀	68	halfword bitstring	1-12
Questions 7-13 are contained in the child file						
14	main method of care used	159-160	positive integers, &, ⌀	69	halfword binary	1-16
15	preference to present main method	161	1, 2, &, ⌀	70	halfword binary	1-2
16	preferred type of care	162-163	positive integers, &, ⌀	71	halfword binary	1-17
17	considered other arrangements previously	164	1, 2, &, ⌀	72	halfword binary	1-2
18(1)	1st type considered	165-166	positive integers, &, ⌀	73	halfword binary	1-16
19(1)	reason for not using 1st type	167-168	positive integers, &, ⌀	74	halfword binary	1-23
18(2)	2nd type considered	169-170	positive integers, &, ⌀	75	halfword binary	1-16
19(2)	reason for not using 2nd type	171-172	positive integers, &, ⌀	76	halfword binary	1-23

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
18(3)	3rd type considered	173-174	positive integers, &, ¢	77	halfword binary	2-15
19(3)	reason for not using 3rd type	175-176	positive integers, &, ¢	78	halfword binary	1-23
18(4)	4th type considered	177-178	positive integers, &, ¢	79	halfword binary	2-16
19(4)	reason for not using 4th type	179-180	positive integers, &, ¢	80	halfword binary	1-23
20	used other methods in the past	181	1, 2, &	81	halfword binary	1-2
21(1)	1st type used in the past	182-183	positive integers, &, ¢	82	halfword binary	1-16
22(1)	reason for stopped using 1st type	184-185	positive integers, &, ¢	83	halfword binary	1-23
21(2)	2nd type used in the past	186-187	positive integers, &, ¢	84	halfword binary	1-16
22(2)	reason for stopped using 2nd type	188-189	positive integers, &, ¢	85	halfword binary	1-23
21(3)	3rd type used in the past	190-191	positive integers, &, ¢	86	halfword binary	1-16
22(3)	reason for stopped using 3rd type	192-193	positive integers, &, ¢	87	halfword binary	1-23
21(4)	4th type used in the past	194-195	positive integers, &, ¢	88	halfword binary	2-15
22(4)	reason for stopped using 4th type	196-197	positive integers, &, ¢	89	halfword binary	1-23
23(all)	reason(s) for using childcare	198-212	positive integers, &, ¢	90	halfword bitstring	1-12
24	most important reason for using	213-214	positive integers, &, ¢	91	halfword binary	1-11
25(1)	total $ amount/week spent for 1st type of care (currently using)	215-217	positive integers, &, ¢	92	halfword binary	1-40
25(2)	total $ amount/week spent for 2nd type	218-220	positive integers, &, ¢	93	halfword binary	1-100
25(3)	total $ amount/week spent for 3rd type	221-223	positive integers, &, ¢	94	halfword binary	1-50

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
25(4)	total $ amount/week spent for 4th type	224-226	positive integers, &, ¢	95	halfword binary	1-80
25(5)	total $ amount/week spent for 5th type	227-229	positive integers, &, ¢	96	halfword binary	1-59
25(6)	total $ amount/week spent for 6th type	230-232	positive integers, &, ¢	97	halfword binary	1-50
25(7)	total $ amount/week spent for 7th type	233-235	positive integers, &, ¢	98	halfword binary	1-30
25(8)	total $ amount/week spent for 8th type	236-238	positive integers, &, ¢	99	halfword binary	1-52
25(9)	total $ amount/week spent for 9th type	239-241	positive integers, &, ¢	100	halfword binary	15
25(FAV)	services or favors in exchange for various types of care	242-250	positive integers, &, ¢	101	halfword bitstring	1-9
26	times changed main method during last year	251	positive integers, &, b	102	halfword binary	1-6
27	last method you changed from	252-253	positive integers, &, ¢	103	halfword binary	1-16
28	reason(s) for this change	254-279	positive integers, &, ¢	104	fullword bitstring	1-23
29	aspects of childcare that should be regulated by standards in FDCH	280-289	positive integers, &, ¢	106	halfword bitstring	1-10
30	aspects of child care that should be regulated by standards in centers/ nursery schools	290-299	positive integers, &, ¢	107	halfword bitstring	1-10
31	personal qualifications set for in-home care by non-relative	300	1,2,3,&,¢	108	halfword binary	1-3
32(1)	number of children/adult in other home, ages 0-2	301-302	positive integers, &, ¢	109	halfword binary	1-12

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
32(2)	number of children/adult in other home, ages 3-5	303-304	positive integers, &, ⌀	110	halfword binary	1-12
32(3)	number of children/adult in other home, ages 6-9	305-306	positive integers, &, ⌀	111	halfword binary	1-12
32(4)	number of children/adult in other home, ages 10-13	307-308	positive integers, &. ⌀	112	halfword binary	1-12
33(1)	number of children/adult in center, nursery, or before/after school program, ages 0-2	309-310	positive integers, &, ⌀	113	halfword binary	1-12
33(2)	number of children/adult in center, nursery, or before/after school program, ages 3-5	311-312	positive integers, &, ⌀	114	halfword binary	1-12
33(3)	number of children/adult in center, nursery, or before/after school program, ages 6-9	313-314	positive integers, &, ⌀	115	halfword binary	1-12
33(4)	number of children/adult in center, nursery, or before/after school program, ages 10-13	315-316	positive integers, &, ⌀	116	halfword binary	2-12
34	minutes from home your main method	317	1-6, &, ⌀	117	halfword binary	1-6
35	transportation to care	318-327	positive integers, &, ⌀	118	halfword bitstring	1-10
36	current use out of the way	328	1,2,&,⌀	119	halfword binary	1-2
37	maximum travel time	329	1-6, &, ⌀	120	halfword binary	1-6
38	maximum able to spend for present care/week	330-331	positive integers, &, ⌀	121	halfword binary	1-16

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
39(1)	should medical services be available	332	1-3, &, ∅	122	halfword binary	1-3
40(1)	willing to pay extra for medical services	333	1-3, &, ∅	123	halfword binary	1-3
41(1)	medical services available in current care method	334	1-3, &, ∅	124	halfword binary	1-3
39(2)	should dental services be available	335	1-3, &, ∅	125	halfword binary	1-3
40(2)	willing to pay extra for dental services	336	1-3, &, ∅	126	halfword binary	1-3
41(2)	dental services available in current care method	337	1-3, &, ∅	127	halfword binary	1-3
39(3)	nutritional services should be available	338	1-3, &, ∅	128	halfword binary	1-3
40(3)	willing to pay extra for nutritional services	339	1-3, &, ∅	129	halfword binary	1-3
41(3)	nutritional services available in current care method	340	1-3, &, ∅	130	halfword binary	1-3
39(4)	educational activities should be available	341	1-3, &, ∅	131	halfword binary	1-3
40(4)	willing to pay extra for educational activities	342	1-3, &, ∅	132	halfword binary	1-3
41(4)	educational activities available in current care method	343	1-3, &, ∅	133	halfword binary	1-3
39(5)	counseling services should be available	344	1-3, &, ∅	134	halfword binary	1-3

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
40(5)	willing to pay extra for counseling services	345	1-3, &, Ø	135	halfword binary	1-3
41(5)	counseling services available in current care method	346	1-3, &, Ø	136	halfword binary	1-3
39(6)	psychological testing should be available	347	1-3, &, Ø	137	halfword binary	1-3
40(6)	willing to pay extra for psychological testing	348	1-3, &, Ø	138	halfword binary	1-3
41(6)	psychological testing available in current care method	349	1-3, &, Ø	139	halfword binary	1-3
39(NONE)	no special services should be available	350	1, &, Ø	140	halfword binary	1
41(NONE)	no special services are available in current care method	351	1, &, Ø	141	halfword binary	1
42	least important aspect of childcare	352	1-5, &, Ø	142	halfword binary	1-5
43	way(s) of parent involvement	353-362	positive integers, &, Ø	143	halfword bitstring	1-10
44(1)	factor of 1st importance in selecting in-home caregiver	363-364	positive integers, &, Ø	237	halfword binary	1-30
44(2)	factor of 2nd importance in selecting in-home caregiver	365-366	positive integers, &, Ø	238	halfword binary	1-30
44(3)	factor of 3rd importance in selecting in-home caregiver	367-368	positive integers, &, Ø	239	halfword binary	1-30
44(4)	factor of 4th importance in selecting in-home caregiver	369-370	positive integers, &, Ø	240	halfword binary	1-30

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
44(5)	factor of 5th importance in selecting in-home caregiver	371-372	positive integers, &, ⌀	241	halfword binary	1-30
44(6)	factor of 6th importance in selecting in-home caregiver	373-374	positive integers, &, ⌀	242	halfword binary	1-30
44(7)	factor of 7th importance in selecting in-home caregiver	375-376	positive integers, &, ⌀	243	halfword binary	1-30
45(1)	factor of 1st importance in selecting FDCH	377-378	positive integers, &, ⌀	244	halfword binary	1-31
45(2)	factor of 2nd importance in selecting FDCH	379-380	positive integers, &, ⌀	245	halfword binary	1-31
45(3)	factor of 3rd importance in selecting FDCH	381-382	positive integers, &, ⌀	246	halfword binary	1-31
45(4)	factor of 4th importance in selecting FDCH	383-384	positive integers, &, ⌀	247	halfword binary	1-31
45(5)	factor of 5th importance in selecting FDCH	385-386	positive integers, &, ⌀	248	halfword binary	1-31
45(6)	factor of 6th importance in selecting FDCH	387-388	positive integers, &, ⌀	249	halfword binary	1-31
45(7)	factor of 7th importance in selecting FDCH	389-390	positive integers, &, ⌀	250	halfword binary	1-31
46(1)	factor of 1st importance in selecting center/nursery school	391-392	positive integers, &, ⌀	251	halfword binary	1-29
46(2)	factor of 2nd importance in selecting center/nursery school	393-394	positive integers, &, ⌀	252	halfword binary	1-29

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
46(3)	factor of 3rd importance in selecting center/nursery school	395-396	positive integers, &, ⅋	253	halfword binary	1-29
46(4)	factor of 4th importance in selecting center/nursery school	397-398	positive integers, &, ⅋	254	halfword binary	1-29
46(5)	factor of 5th importance in selecting center/nursery school	399-400	positive integers, &, ⅋	255	halfword binary	1-29
46(6)	factor of 6th importance in selecting center/nursery school	401-402	positive integers, &, ⅋	256	halfword binary	1-29
46(7)	factor of 7th importance in selecting center/nursery school	403-404	positive integers, &, ⅋	257	halfword binary	1-29
47	respondent's employment status	405	1-3, &	144	halfword binary	1-3
48	reason(s) for not working	406-423	positive integers, &, ⅋	145	fullword bitstring	1-18
49	enrolled in school/job training program	424	1-3, &	147	halfword binary	1-3
50	respondent's time schedule/day	425	1-6, &, ⅋	148	halfword binary	1-6
51	respondent's time schedule/week	426	1-3, &, ⅋	149	halfword binary	1-3
52	respondent's time schedule/shift	427	1-5, &, ⅋	150	halfword binary	1-5
53	hours away from home/week	428-429	positive integers, &, ⅋	151	halfword binary	1-99
54	reason(s) for working	430-437	positive integers, &, ⅋	152	halfword bitstring	1-8
55	type of work	438-439	positive integers, &, ⅋	153	halfword binary	1-88
56	gross earnings/year	440-445	positive integers, &, ⅋	229	halfword binary	1-18

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
57	ever worked (with children)	446	1,2,&,Ø	154	halfword binary	1-2
58	preference in childcare funds use	447-453	positive integers, &, Ø	155	halfword bitstring	1-7
59	aspects of childcare in order of importance (1st three choices)	454-460	1-3, &, Ø	Not available on inverted data set		
60	preference of two childcare funds uses	461	1-3, &	156	halfword binary	1-3
61	preference in handling childcare costs	462	1-3, &	157	halfword binary	1-3
PART II	attitude, value, opinion statements**	463-519	A,B,C,D,E,F, (each)	158-214	halfword binary (each)	1-6 (each)
62	respondent's highest educational attainment	520	1-5, &	215	halfword binary	1-5
63	respondent's marital status	521	1-5, &	216	halfword binary	1-5
64	spouse's employment status	522	1-3, &	217	halfword binary	1-3
65	respondent's race	523	1-5, &	218	halfword binary	1-5
66	respondent's ethnicity	524	1-4, &, Ø	219	halfword binary	1-4
67	total family income last year	525-530	positive integers, &	230	halfword binary	1-18
N/A	number of calls in attempting interview completion	531	1-8	220	halfword binary	1-8
N/A	identification number from screening	532-538	positive integers	N/A	N/A	N/A
N/A	area code	539-541	positive integers	N/A	N/A	N/A
N/A	exchange	542-544	positive integers	N/A	N/A	N/A

Question #	Mnemonic Description	On Raw Data Tape		On Inverted Data Set		
		Position	Codes	Record #	Storage Unit	Valid Range
N/A	sample cell	545-546	positive integers	N/A	N/A	N/A
N/A	weight	547-550	positive integers	N/A	N/A	N/A

* No valid observations

** There are 57 statements - each occupies one position on the raw data tape and is stored in halfword binary on the inverted data set; therefore they are grouped in this formatting description rather than providing repetitious specifications

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